Sage Oak Charter School - Keppel

Charter School Petition

Presented to:

Keppel Union School District
Pearblossom, CA

July 1, 2024

Presented by:
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Table of Contents

AFFIRMATIONS AND DECLARATION 3
CHARTER RENEWAL CRITERIA 6
ELEMENT 1: EDUCATIONAL PLAN 13
ELEMENT 2: MEASURABLE STUDENT OUTCOMES 33
ELEMENT 3: METHODS OF MEASUREMENT 35
ELEMENT 4: GOVERNANCE STRUCTURE 38
ELEMENT 5: EMPLOYEE QUALIFICATIONS 41
ELEMENT 6: HEALTH & SAFETY PROCEDURES 46
ELEMENT 7: STUDENT POPULATION BALANCE 51
ELEMENT 8: ADMISSION POLICIES AND PROCEDURES 54
ELEMENT 9: INDEPENDENT FINANCIAL AUDITS 57
ELEMENT 10: SUSPENSION/EXPULSION/INVOLUNTARY DISENROLLMENT PROCEDURES 58
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS 76
ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES 77
ELEMENT 13: RETURN RIGHTS DISTRICT EMPLOYEES 78
ELEMENT 14: DISPUTE RESOLUTION 79
ELEMENT 15: PROCEDURES FOR CLOSURE 81
MISCELLANEOUS CHARTER PROVISIONS 83
GENERAL PROVISIONS OF THE PROPOSED CHARTER 87

EXHIBIT A: LCAP
EXHIBIT B: ADMINISTRATIVE JOB DESCRIPTIONS
EXHIBIT C: ARTICLES OF INCORPORATION, BYLAWS, COI CODE
EXHIBIT D: BUDGET DOCUMENTS

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Krista Woodgrift, hereby certify that the information submitted in this petition for a California public charter school, Sage Oak Charter School-Keppel ("SOCS-K" or the "Charter School"), operated by Sage Oak Charter Schools (SOCS), and to be authorized by the Keppel Union School District ("KUSD" or the "District") is true to the best of our knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I certify that SOCS-K shall follow any and all other federal, state, and local laws and regulations that apply to SOCS-K. Specifically, SOCS-K:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Declares that it shall be deemed the exclusive public school employer of the employees of SOCS-K for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- Shall admit all students who wish to attend Charter School, unless SOCS-K receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- Shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics: disability, low academic achievement, English learner status, described in Education Code Section 47605(e)(2)(B)(iii). [Ref. Education Code Sections 47605(e)(2)(B)(iii) and (4)(A) ("pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.").]

- Shall not request a student's records or require a parent, guardian, or student to submit the student's records to the Charter School before enrollment. [Ref. Education Code Section 47605(e)(4)(B).]

- Shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), with the exception of legally-permissible actions to suspend, expel, or involuntarily remove a student. [Ref. Education Code Section 47605(e)(4)(C).]

- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. California Code of Regulations, Title 5, Section 11967.5.1(f)(5)(c)]

- Shall ensure that teachers at SOCS-K hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]

- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a student is expelled or leaves SOCS-K without graduating or completing the school year for any reason, SOCS-K shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- May encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- SOCS-K shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- SOCS-K shall on a regular basis consult with its parent/guardians and teachers regarding SOCS-K's education programs. [Ref. Education Code Section 47605(d)]

- SOCS-K shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- SOCS-K shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610(c)]

- SOCS-K shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- SOCS-K shall comply with the Public Records Act.

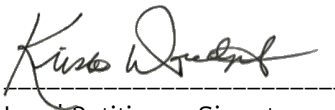
- SOCS-K shall comply with the Family Educational Rights and Privacy Act.

- SOCS-K shall comply with the Ralph M. Brown Act.

- SOCS-K shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.

- SOCS-K shall comply with the Political Reform Act.

- SOCS-K shall meet or exceed the legally required minimum number of school days. [Ref. California Code of Regulations, Title 5, Section 11960(b)]

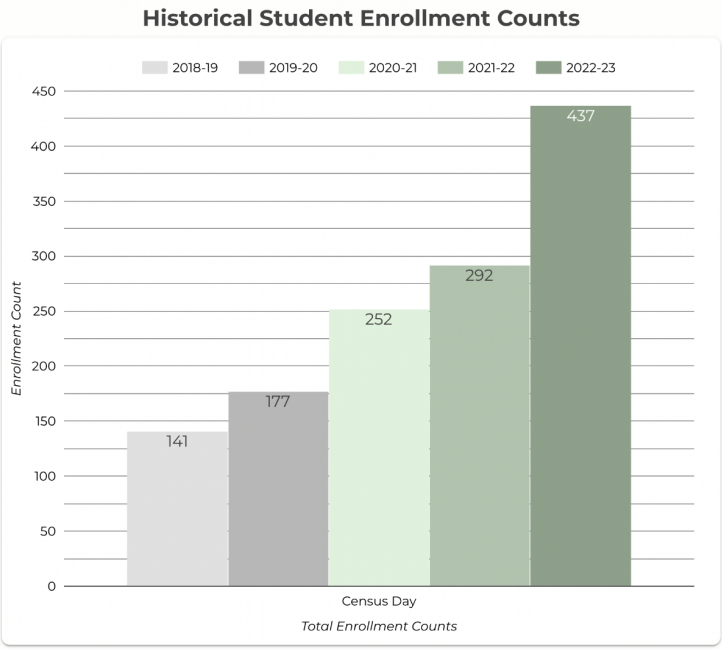


10/12/2023

Lead Petitioner Signature | Date

CHARTER RENEWAL CRITERIA

Historical Enrollment Trend



Enrollment by Grade Level

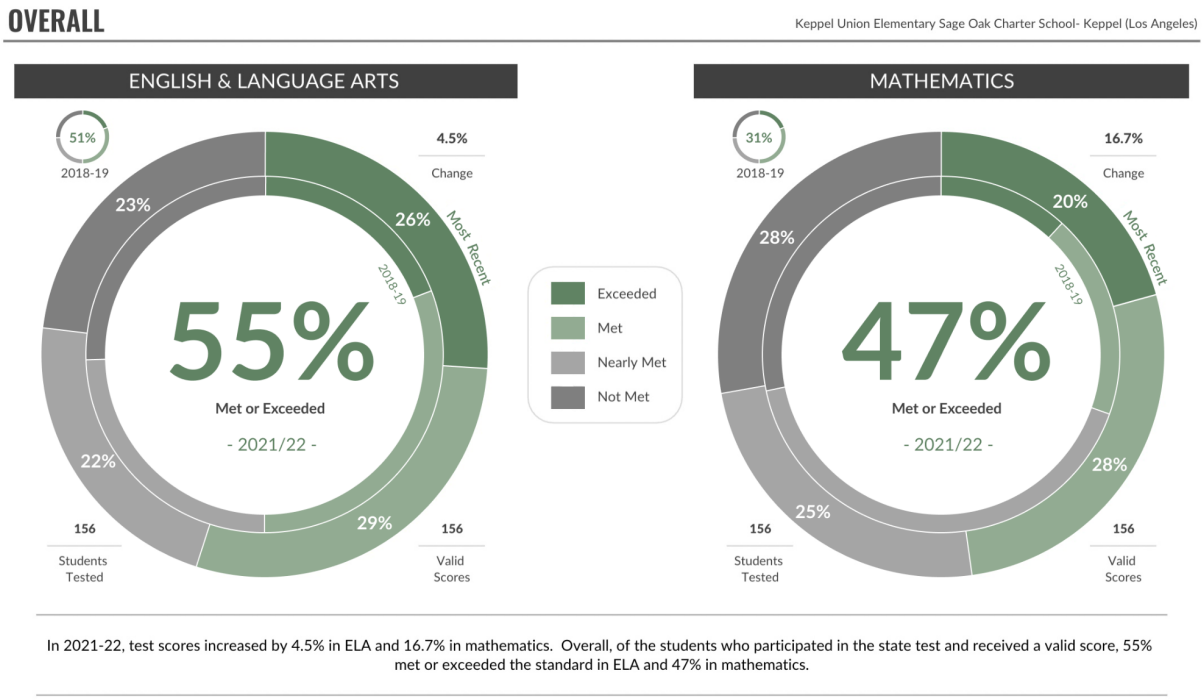
	Academic Year / Enrollment Count				
Grade Level	2018-19	2019-20	2020-21	2021-22	2022-23
0	10	20	31	38	76
1	20	12	23	27	54
2	12	22	21	27	47
3	9	15	31	27	36
4	19	17	20	34	38
5	5	23	19	27	36
6	11	9	26	29	37
7	18	11	16	23	36
8	15	21	19	21	23
9	4	6	22	8	15
10	7	9	9	19	11
11	7	9	10	6	18
12	4	3	5	6	10

Enrollment by Race/Ethnicity

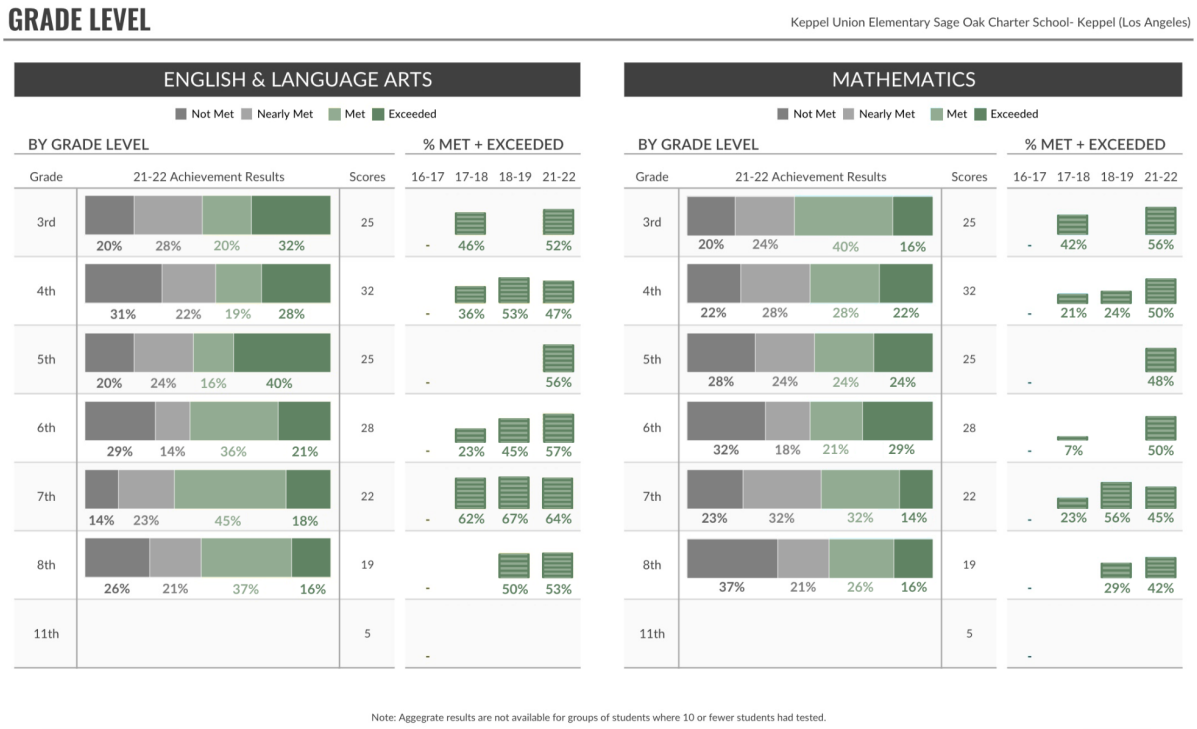
	Academic Year / Enrollment Count				
Race/Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
White	69	88	113	131	172
Hispanic	45	57	94	104	196
Two or More Races	15	13	18	21	24
Asian	2	4	10	13	20
African American	-	7	9	6	12
Filipino	4	4	4	7	9

Sage Oak Charter School Keppel's student enrollment population has steadily increased over the past five years. With the increase in student enrollment, SOCS-K observed a much faster growth of Hispanic/Latino students. Please notice the growth increase you see in the Hispanic/Latino student population is becoming more reflective of the demographic data of the community which Keppel serves. You can observe that we realized nearly a 100% increase from 104 to 196 students in 2022-2023.

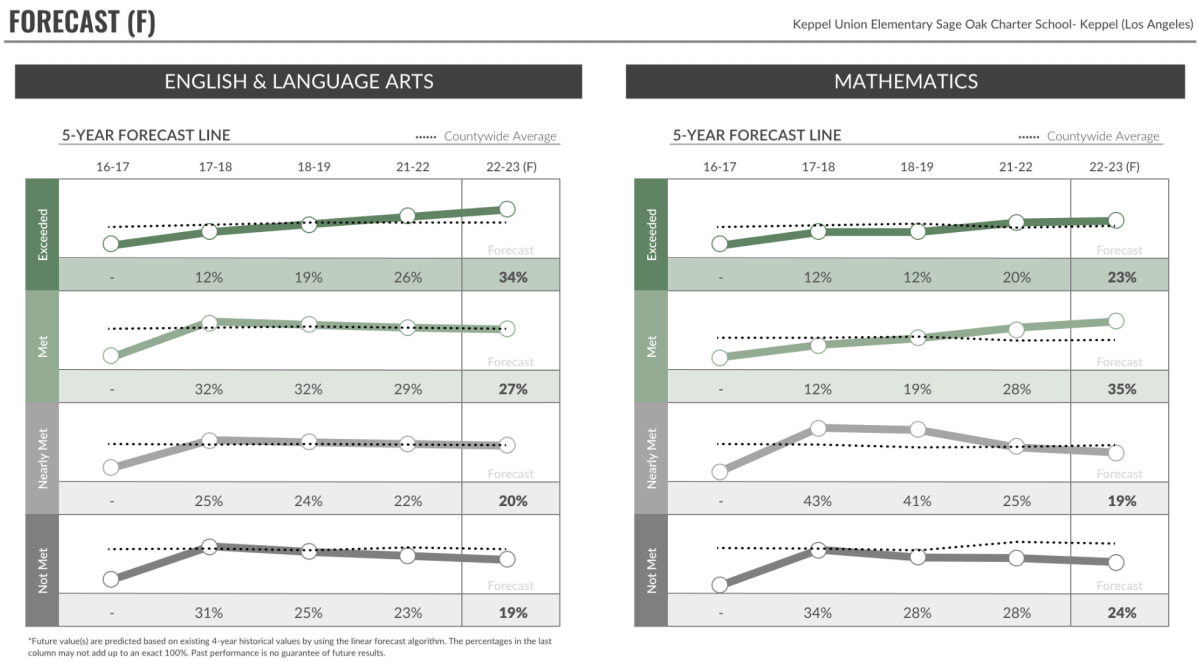
State Test – Smarter Balanced Summative Assessment in ELA and Math



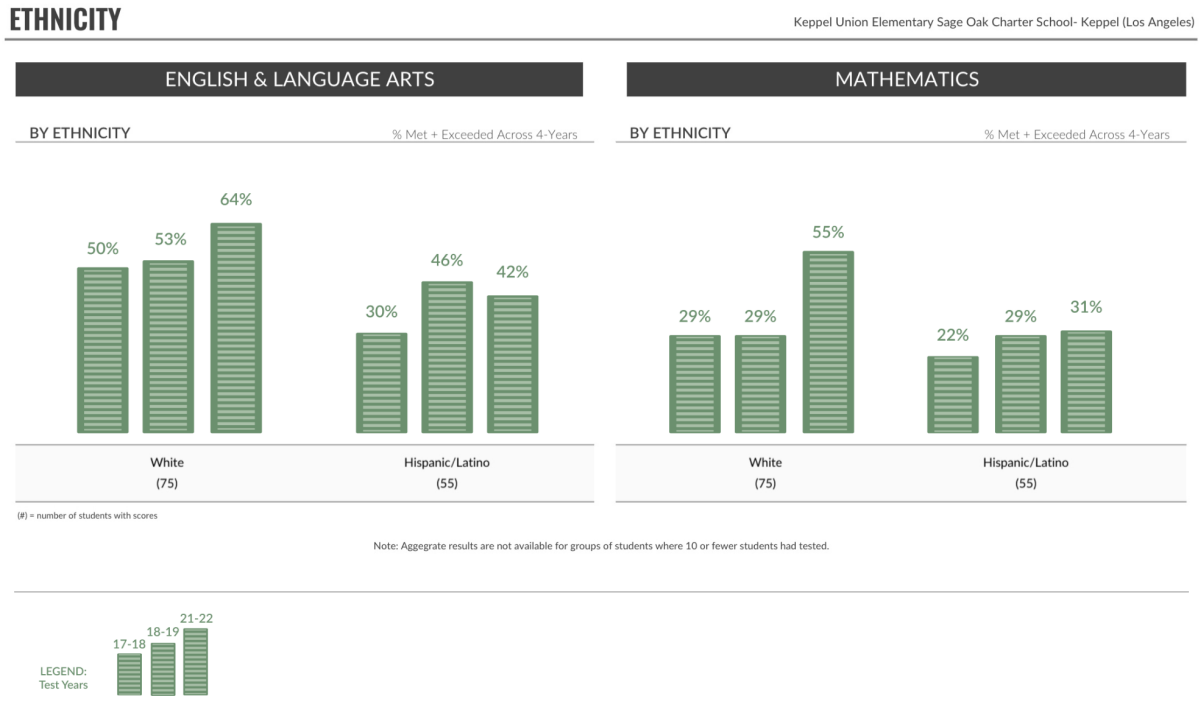
Recent results show that test scores increased by 4.5% in ELA and 16.7% in mathematics.



Some data are not available due to small n-sizes. The above charts show fairly consistent results across various grade levels. Analyzing results disaggregated by grade level can shed some light on the health of how ELA and math standards are taught. Results indicate that the scope and sequence of Common Core State Standards appear sound and effective.

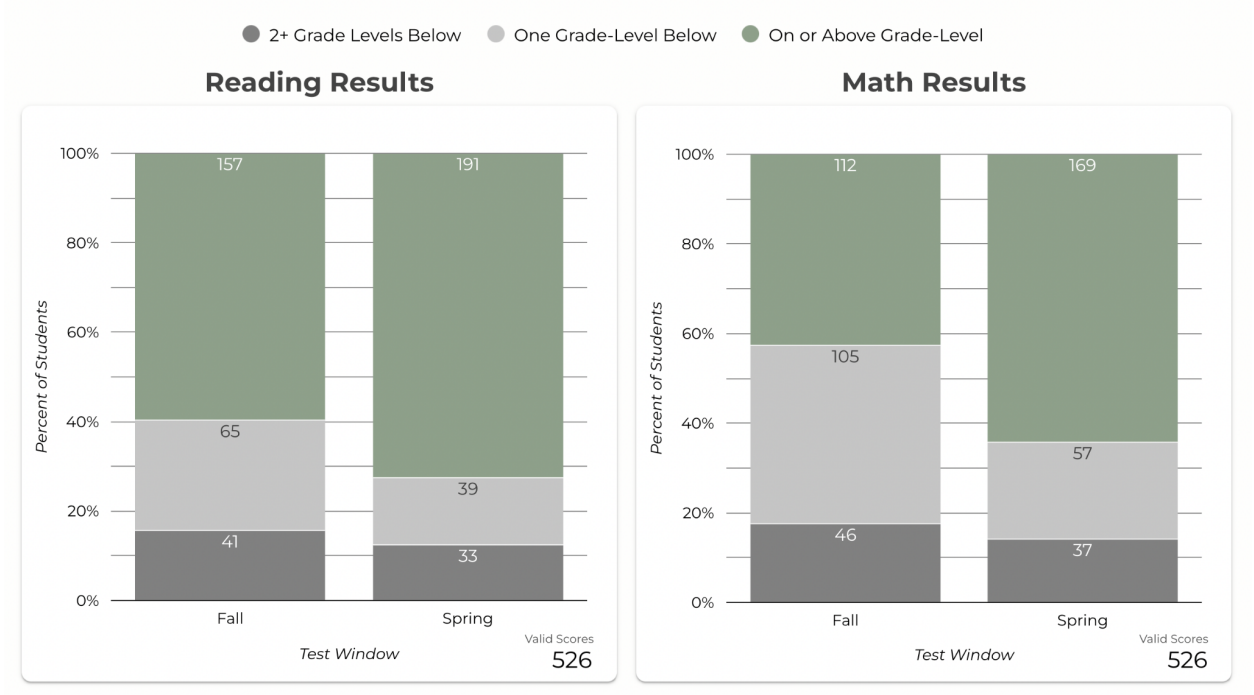


The charts above illustrate a positive trend in ELA and math as more students move into grade level proficiency over time. Based on the observed data, the number of students are decreasing in the gray (nearly or not met) regions.

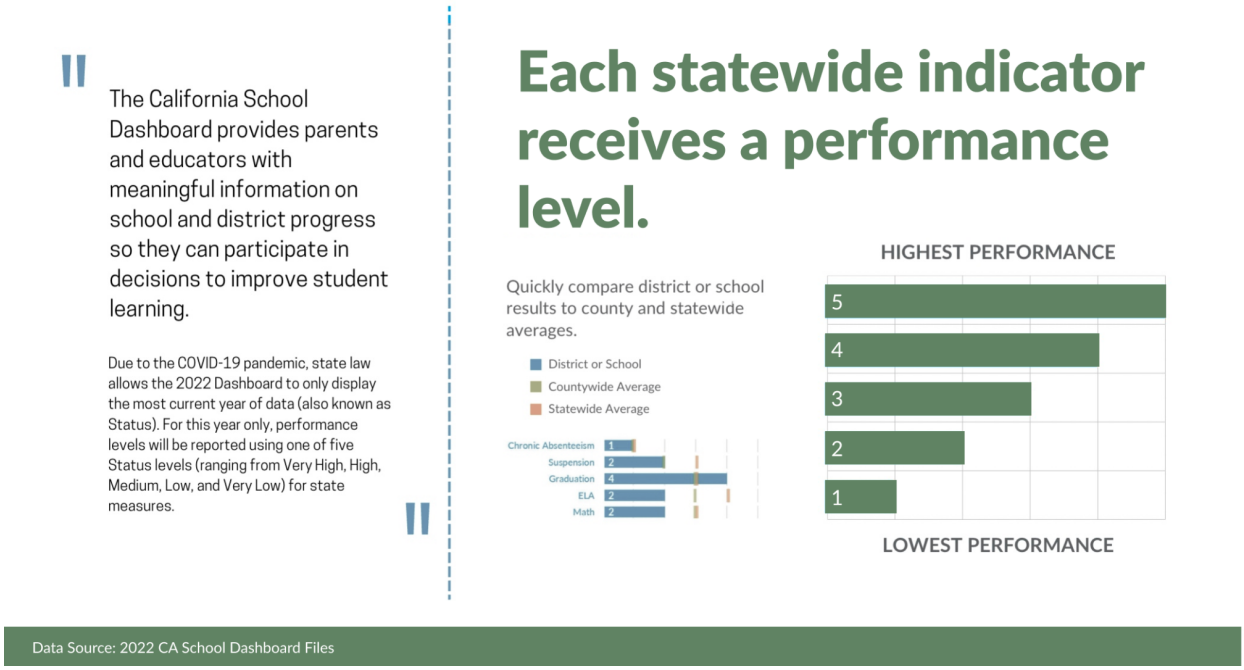


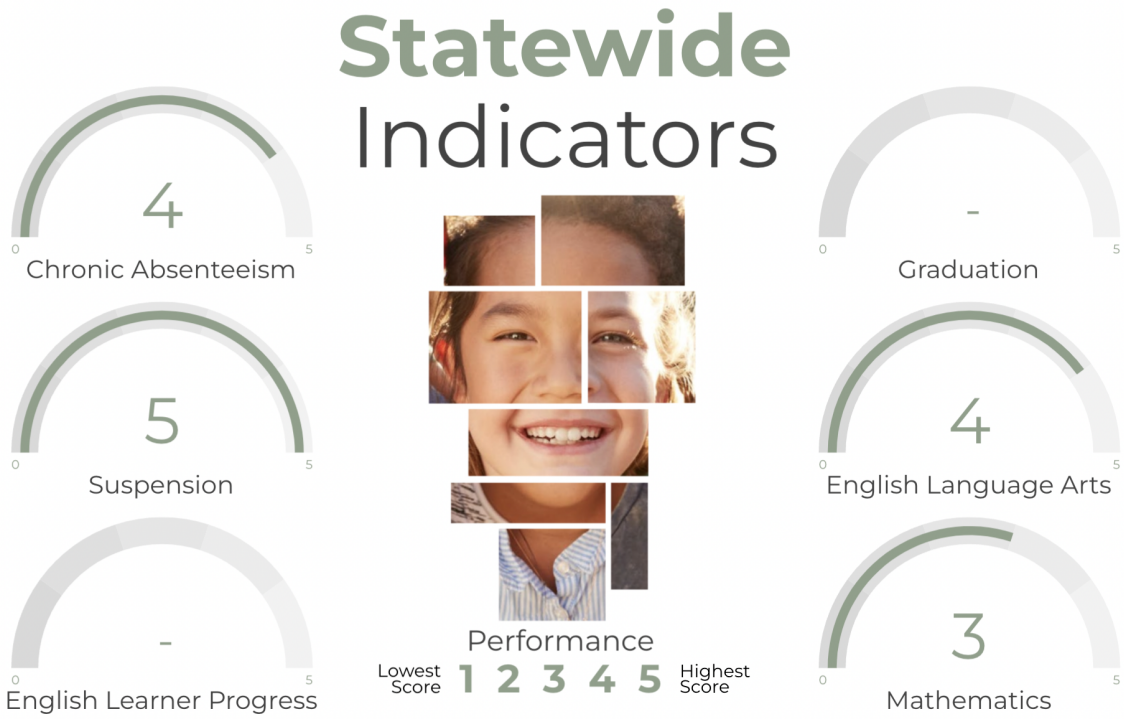
White and Hispanic/Latino students were selected due to group size. These are the two largest racial/ethnic groups at SOCS-K. Both groups showed steady academic growth over time.

Local Test – iReady Diagnostic in Reading and Math (2022)

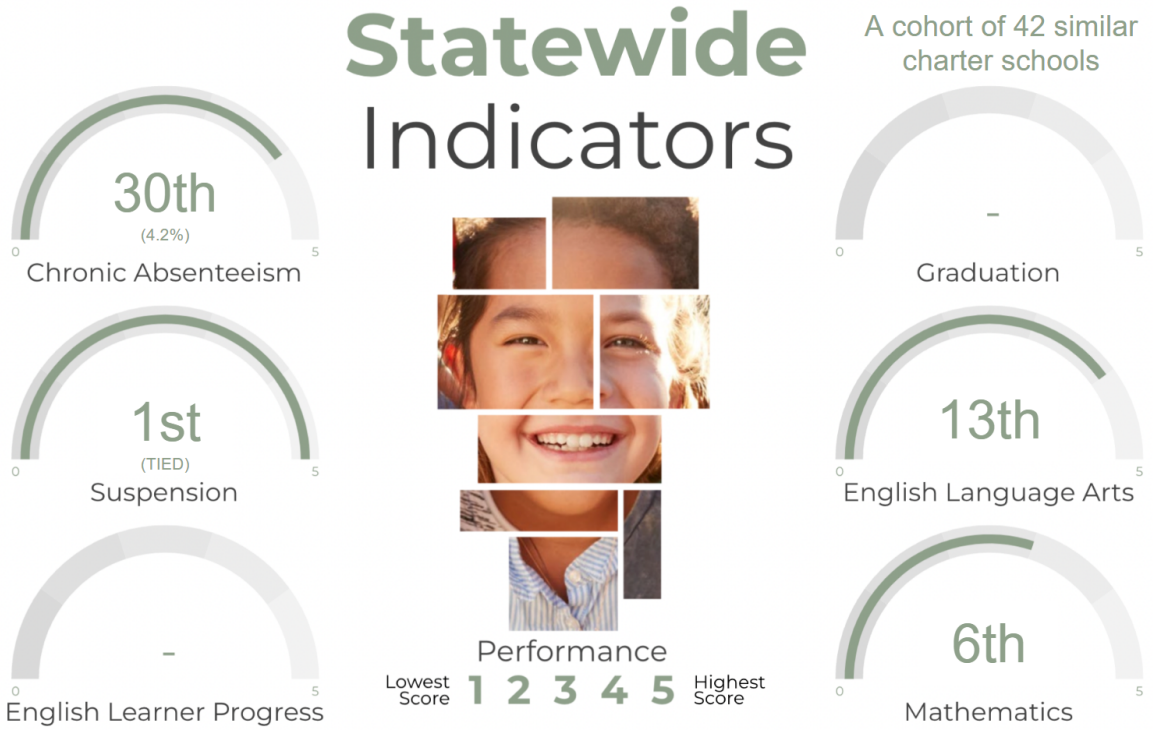


The iReady diagnostic is a criterion-referenced assessment aligned to the Common Core State Standards. The charts show a student matched-cohort analysis from fall to spring administration. Matched cohort includes only students who participated in both test windows. Results show substantial gains in both reading and math.





SOCS-K received high marks on most of the available statewide indicators (e.g., chronic absenteeism, suspension, and English language arts).



Despite being ranked 30th in chronic absenteeism among similar charter schools across the state, a 4.2% chronic absenteeism rate is extremely low compared to county and state averages.

Lowest Score **1 2 3 4 5** Highest Score — Very Low Performance

California		Achievement			Engagement		School Climate
Category	Student Group	ELA	Math	ELPI	Graduation	Chronic Absenteeism	Suspension
All Students	All Students	2	2	-	3	1	3
Race/Ethnicity	African American	2	1	-	2	1	2
	American Indian	2	2	-	2	1	2
	Asian	5	5	-	5	2	5
	Filipino	4	4	-	5	2	4
	Hispanic	2	2	-	3	1	3
	Pacific Islander	2	2	-	3	1	3
	Two or More Races	4	3	-	3	1	3
	White	4	3	-	4	1	3

Sage Oak Charter - Keppel							
Category	Student Group	ELA	Math	ELPI	Graduation	Chronic Absenteeism	Suspension
All Students	All Students	4	3	-		4	5
Race/Ethnicity	African American			-	-		
	Asian			-	-	5	5
	Filipino			-	-		
	Hispanic	2	2	-		3	5
	Two or More Races			-	-	3	5
	White	4	4	-		5	5

The state of California uses the performance level colors to identify local educational agencies that need differentiated assistance. Compared to the state as a whole, SOCS-K not only excels overall but for each student race/ethnic group. Please note that the red highlighted cells indicate the lowest possible score of 1.

Lowest Score 1 2 3 4 5 Highest Score — Very Low Performance

California

Category	Student Group	Achievement			Engagement		School Climate
		ELA	Math	ELPI	Graduation	Chronic Absenteeism	Suspension
All Students	All Students	2	2	-	3	1	3
Student Group	English Learners	2	2	3	2	1	3
	English Learners Only	1	1	-	-	-	-
	English Only	3	2	-	-	-	-
	Foster Youth	1	1	-	1	1	1
	Homeless	2	1	-	2	1	2
	RFEPs Only	3	2	-	-	-	-
	Socioeconomically Disad...	2	2	-	3	1	3
	Students with Disabilities	1	1	-	2	1	2

Sage Oak Charter - Keppel

Category	Student Group	ELA	Math	ELPI	Graduation	Chronic Absenteeism	Suspension
All Students	All Students	4	3	-		4	5
Student Group	English Learners				-		
	English Learners Only			-	-	-	-
	English Only	4	3	-	-	-	-
	RFEPs Only			-	-	-	-
	Socioeconomically Disad...	2	2	-		3	5
	Students with Disabilities	1	1	-	-	2	5

Similar results are observed for subgroups. The sole exception is students with disabilities where both the state and SOCS-K received a score of 1 in ELA and math. SOCS-K plans to address this need in their strategic plan.

ELEMENT 1: EDUCATIONAL PLAN

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

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

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

1) Mission

Sage Oak, in collaboration with parents, teachers, students, and the school's leadership team, cultivates lifelong learners by recognizing students' and parents' needs for educational options. Sage Oak balances flexibility with accountability and high academic excellence for families seeking a non-traditional, personalized educational experience. Sage Oak understands the need for partnership in order for students to attain their personal academic goals.

2) Vision

PERSONALIZATION: We will provide an educational experience of personalized learning and academic choice, within the state guidelines. Our learning model will afford families the peace of mind that they are participating in a program that will keep their students on track for learning, regardless of the school they attend.

SUPPORT: Our priority is to support individualized student learning by collaborating with the parent and the student. We will utilize staff strengths, professional development opportunities, and community resources to support our students in their journey to become lifelong learners and reach academic excellence.

ACCOUNTABILITY: We are committed to maintaining sustainability through academic, fiscal, and legal accountability. We will meet the criteria necessary to achieve renewal, ensure audit compliance annually, and continue compliance with legal regulations governing our school.

GROWTH: We are strongly committed to serving our community which will establish us as a leader in the independent study model. We set ourselves apart through expertise, parent support and high academic achievement which will benefit our stakeholders.

3) Educational Philosophy and What it Means to be Educated in the 21st Century

The Charter School seeks to attract and serve a group of students who can benefit from instruction that is more freely scheduled, flexibly paced, individually targeted, and closely monitored than can occur in a traditional "brick and mortar" classroom. SOCS-K's model is distinguishable from other independent study or self-directed learning models in that students benefit from a high level of personalized support from professional educators, a feature lacking in other virtual and independent study settings.

The Charter School believes that each student has unique needs and that educational success depends on personalizing learning and providing the appropriate high quality resources, services, and support to meet those needs.

This learning climate is made possible by utilizing diverse curriculum options that are aligned to California's academic content standards, including Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (hereinafter, collectively, "State Standards"), and targeted to individual learner needs. Our curriculum is delivered through a personalized learning independent study model. The curriculum is designed to cover the full content in each core subject by the end of each academic year. However, the flexible pacing in our approach enables the student, under the guidance of the teacher, to spend more intensive time and effort in areas of need. This model allows teachers to better address each student's unique learning and communication styles, cultivates independent thought, and offer alternative or supplemental learning options that prepare students for the real-life complexities of higher education or the job market in the 21st century.

SOCS-K's educational model is intended to cultivate learning habits that keep the mind open, curious, and alert. An educated person in the 21st century is able to continuously learn, perceive opportunity, and adapt talents and skills to novel situations. These characteristics and habits reveal themselves when a person adapts learned capabilities to a job or career that did not exist when those capabilities were first formed. This dynamic demonstrates that the curious and open-minded are by nature lifelong learners. Our model engenders this mentality by enabling the student to interact with the curriculum in a manner that motivates him or her to pursue individual interests while proceeding through the required content.

SOCS-K positions its students for success by enabling students to learn at any time and place, and by deploying flexible learning, teaching, curricular, and staffing models that adapt to the uniqueness inherent in every student and learning situation. SOCS-K empowers students to take ownership of their education and develop not only knowledge, skills, and abilities, but also the confidence, creativity, and resourcefulness to deploy them adaptively in response to the challenges and opportunities of the 21st century.

4) WASC and Plan for Transferability of Courses

SOCS-K informs parents/guardians about the transferability of courses to other public high schools and how those courses meet college entrance requirements for the University of California and California State University through individual meetings with his/her assigned teacher, parent/guardian information meetings and via the high school handbook that is provided to all high school students and parents/guardians. Teachers receive annual training in these requirements.

SOCS-K is accredited by the Western Association of Schools and Colleges ("WASC") until June 30, 2027 and will apply for continued accreditation at that time. SOCS-K offers a full complement of a-g courses approved by the University of California as well as National Collegiate Athletic Association ("NCAA") approved courses for students who pursue athletics at the collegiate level.

5) Overview of School Program

The SOCS-K program serves students in TK-12th grade. Students in our program develop a personalized education plan with the support and guidance of their credentialed teacher and with the support of the Charter School's leadership team. This plan is highly customizable and flexible in order to meet the unique needs of each student and family. The educational plan is supported through selecting curriculum, materials, and educational services that are tailored to that custom plan.

K-5 and 6-8 students are assigned a credentialed teacher in the designated grade bands who are trained in supporting the progress toward state standards utilizing a variety of learning styles and philosophies. tThe parent/guardian, teacher, and student develop a personalized plan that meets the student's unique needs. Teachers are able to use instructional funds to select curriculum, educational materials, and tutoring options through our extensive vendor list, as well as attend live synchronous classes with Sage Oak teachers in a variety of different subject areas. Students may participate in extracurricular activities such as the arts and sports, as well as to take advantage of additional academic support through tutors and in-person support classes. The teacher ensures all materials and activities purchased with the Charter School's funds support the student's educational plan and are fiscally and legally sound. SOCS-K is committed to providing opportunities for our students to connect in the community and to broaden their learning through those community opportunities. A few examples of how this may be accomplished is through CCSS aligned field trips, community events at parks, and an annual STEM day. We also have an all virtual program where students participate in daily live instruction in all subject areas with a designated teacher and same grade peers.

Students in grades 9-12 are assigned an education advisor who is specially trained in high school curriculum options, college and career readiness and school-specific high school options leading to graduation and meeting their post-high school goals. In addition to weekly training meetings, and bi-annual in-service workshops, education advisors may attend the annual UC/CSU Counselor Conference, as well as online webinars offered by the College Board.

Our highly experienced secondary education department works with each student and parent/guardian individually to custom build the student's semester and four-year plan. Students have abundant opportunities to participate in co-curricular and extra-curricular options including: high school career oriented field trips, four-year and community college tours, clubs such as yearbook, literary club, Spanish club, student council and National Honor Society. We also offer regional social gatherings to facilitate community and team-building among high school students.

Secondary education staff work with students and education advisors to facilitate personalized career and educational planning through both individual and school wide planning workshops focusing on college and career preparation. A college and career readiness course is required. Students are informed about the various paths to graduation and are offered support in reaching their highest potential.

SOCS-K maintains a UC a-g course list that will include the approved online courses from our vendors as well as our Charter School's own live synchronous classes, project based and textbook based courses. In addition to core courses, SOCS-K offers an array of electives reflecting a wide range of student interests including communications, social science, fine arts, languages other than English, computer skills, and career and technical education courses. SOCS-K also facilitates community college concurrent enrollment for qualified, interested students.

Education advisors encourage student achievement through mentoring and support. Education advisors personalize students' college and career readiness courses to meet their individual interests and goals. In addition, the secondary education department organizes college information sessions in the fall and in the spring. In the fall, these sessions are geared toward understanding the college application process. Eighth grade high school transition sessions are held in the spring to assist in preparing students for 9th grade, and sessions are held for 11th graders to guide them in planning their senior year.

6) Whom We Attempt to Educate

SOCS-K is open to all students in grades TK-12 in Los Angeles county, and its contiguous counties of Ventura, Kern, San Bernardino and Orange. SOCS-K is nonsectarian in its programs, admission policies, employment practices, and all other operations. SOCS-K does not charge tuition, and does not discriminate against any student on the basis of legally-protected characteristics.

SOCS-K seeks to serve any student who demonstrates an interest, desire, and aptitude for an independent study learning environment. These might be students who are high performing or potentially so, but they find too much distraction or too little stimulation in the traditional classroom environment. Alternatively, these might be students who need more one-on-one support and will thrive working in the home with their parent/guardian supporting the day-to-day instruction. The Charter School's independent study model also serves students who need an alternative to daily classroom attendance. These students may work during the day or may not be motivated to attend school on a full-time campus for many reasons. The SOCS-K model is designed to serve all of these students effectively through diverse curriculum options and dedicated, individualized teacher support.

SOCS-K serves students in grades TK through 12. The projected enrollment for the 24-25 school year is 500 students. As the program grows and expands, we anticipate serving as many students as we can serve while maintaining a balanced budget.

7) Curriculum and Instructional Design

Student Information System

TheStudent Information System ("SIS") keeps all student information and allows the Charter School

to continually assess its educational program to make data driven decisions relative to course offerings and student outreach. The SIS has a sophisticated reporting capability that all faculty and staff have access to at varying levels (access is granted dependent on employee status and job needs). This system houses student information and records, employee information and records, grades and transcripts, and state testing information. The SIS self-reports relative to state reporting mandates such as CALPADSand is sophisticated and reliable.

In addition, the SIS provides the capability of making decisions about curriculum offerings and teacher assignments; determining correct student course placement; using state testing data for student placement and support needs; and tracking grades and progress toward graduation. SOCS-K strives to be a data driven organization in order to make decisions that best serve student needs and help them become successful graduates of the Charter School.

Curriculum Overview

SOCS-K offers a wide and diverse range of curriculum offerings and provides students with many options and pathways to prepare them to meet their individual educational, personal, and post high-school goals. In order to accomplish this, SOCS-K contracts with multiple curriculum vendors to offer the most up to date, quality curriculum possible. The curriculum is chosen by the parent/guardian, teacher and student. SOCS-K families have access to the school's student services department, which can provide additional support in making the most effective curriculum decisions and which also creates lists of curriculum to meet students' various needs. Curriculum selection is based on State Standards, student's learning style, student's working level, and the educational philosophy being followed. The teachers have hundreds of options for curriculum, including the state-approved material list, as well as curriculum associated with various educational philosophies.

High School Curriculum

Core courses cover all the essential subjects within each of these academic areas: language arts, mathematics, history/social science, physical sciences, life sciences, visual and performing arts and languages other than English. The Charter School also offers an array of electives reflecting a wide range of student interests, including communications and the professions (e.g., speech and communications, psychology), computer technology (e.g., computer applications, digital citizenship), and practical skills (e.g., health, career exploration). Qualified students are able to take concurrent enrollment courses at community colleges.

SOCS-K's high school curriculum options are thoroughly vetted by our high school leadership team and staff of qualified single subject teachers to ensure that each high school student receives a high-quality and rigorous state standards-based education. SOCS-K offers live online instruction in combination with either an award-winning digital curriculum or standards-based, textbook curriculum. In addition, high school students have additional curriculum options through our collection of approved web-based curriculum community providers such as Apex, Blue Tent, High School Math Live and Williamsburg. In-person community providers that offer the opportunity for hands-on enrichment are also paired with an in-house syllabus course taught by a single subject teacher to allow for both social engagement and rigorous content oversight.

SOCS-K's graduation requirements include rigorous university preparatory courses in English, mathematics, science, social science, language other than English, and visual and performing arts

and the curriculum challenges each student to think beyond the subject matter. SOCS-K's graduation requirements exceed California Education Code requirements, and students are counseled on how to meet additional college or career requirements based on their post-secondary educational goals. Sage Oak curriculum meets or exceeds UC/CSU a-g course requirements.

In addition to student planning sessions, the secondary education department provides staff training on meeting high school graduation requirements, meeting college entrance requirements and personalized career preparation.

SOCS-K provides staff and students with a recommended course sequence. SOCS-K students may choose an alternative sequence that suits their personalized graduation plan as long as graduation requirements are met and the courses are aligned to State Standards.

Attendance Tracking

Attendance policies and practices align with applicable law. Attendance is claimed using a two faceted approach. In order to claim attendance, the student must engage in learning for each day claimed ("daily engagement") and additionally must complete the learning that was assigned by the teacher of record for the given learning period ("time value of work product"). Each learning period, the teacher will review the student's completed assignments and will assign the correlating amount of attendance so long as the student is additionally engaged daily in an educational activity. The teacher will assign learning and evaluate that learning based on individual ability and needs of the student. The teacher will work with the parent/guardian and student to plan out the appropriate amount of work for both attendance purposes and in order to support the student in meeting or exceeding standards and achieving personal goals.

8) Plan for Students Who Are Academically Low Achieving

Identifying and Understanding Low Achievers

SOCS-K's instructional team is prepared to work with a diverse student population and to focus intensively on those who struggle academically and perform below expectations. SOCS-K understands that students can find themselves struggling for a variety of reasons. Some have difficulty staying on task; others have become accustomed and resigned to lowered expectations based on a pattern of past setbacks. Some have difficulty with one subject area but not another. Some have trouble working in the early morning or after lunch. Every student is different, and every struggling student struggles uniquely. This is, in fact, one of the major reasons why some students choose virtual/independent study education.

These students are identified through past grades and state test scores; discussions with parents/guardians and previous counselors; IEPs; writing samples; and the results of diagnostic skills assessments that may be given to incoming students. Using this information, SOCS-K teachers and counselors can create a pathway to success for each student. This involves not only appropriate course placement but also accommodations and adaptations that teachers make to the curriculum and their instructional approach to meet the needs of each individual student.

Structural Elements and Strategic Responses for Raising Student Achievement Levels

To meet the challenges faced by struggling students, teachers offer continuous motivation and support, seek ways to engage students in meaningful learning, and work one-on-one with students and parents/guardians to ensure the educational plan is working to achieve the student's goals. These include individual student/teacher calls, teacher/parent/guardian phone/virtual video conferences, student study team phone/virtual video conferences (these include the student and his/her parent/guardian), and in person meetings.

The flexible nature of our pacing and curriculum allow teachers to provide remediation, support, and additional challenge wherever it is needed during the year, proactively supporting students and addressing individual needs before more intensive intervention efforts are required.

While all students can benefit from the flexible pacing inherent in the Charter School's program, struggling students in particular will benefit from a curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times.

The program is designed around a wide variety of assignments that afford students varied ways to demonstrate mastery of content. These include, but are not limited to, verbal discussions, written and verbal course assignments, practice assignments, quizzes, journals, essays, creative writing papers, research projects, group projects, exams, reviews/case studies, and portfolios. Additionally, prep and/or remediation will be available to students in order to help them achieve proficiency on all CAASPP assessments.

SOCS-K uses a Multi-Tiered System of Support ("MTSS") to ensure equitable access and opportunity for all students to achieve behaviorally and academically.

Behavioral MTSS

The Behavioral MTSS is a tiered systems approach of increasingly intensive counseling interventions to facilitate effective implementation of activities and services that focus on core instruction and differentiated interventions to support the success of all students.

The Three Tiered Behavioral Model

Tier One
Information and curriculum shared with all students that is preventative in nature. Resources are distributed through Sage News, staff email, and future webinars/ virtual meetings.

Tier Two
Additional support such as individual counseling and supplemental interventions are available for students identified through the use of data identifiers/indicators.

Tier Three
Students with the highest level of need are provided referrals and resources to be seen and evaluated by licensed community-based professionals for intensive therapeutic interventions.

Academic MTSS

Sage Oak uses the three tier model of Response to Intervention ("RTI"). Students are identified through formative and summative measures that occur as frequently as necessary.

The Three Tiered Academic Model

Tier One (Prevention) At Tier 1, school-wide prevention efforts are established to promote learning for all students, anticipating that most students will respond to these strategies and will not require additional intervention. SOCS-K provides high-quality, standards-based, instruction in their learning environment from teachers, parents/guardians, and/or community providers, who have high academic and behavioral expectations. The virtual program affords students regular monitoring of progress and interaction with highly qualified teachers. The independent study model lends itself greatly to the differentiated instructional model in that the parent/guardian and teacher(s) work together to customize each student's educational plan, including curriculum selection and instructional techniques.

Tier Two (Selected Structured Intervention) At Tier 2, strategic intervention is established for students who are identified as being at-risk of experiencing problems. For example, when school-wide screening reveals that some students are at risk of supplemental reading support and/or tutoring would be provided and encouraged. includes targeted groups for students who are not meeting grade level benchmarks. During Tier Two students will be taken through our intervention process where we will look at the student as a whole. During this process, we will create intervention strategies, as well as create goals and a timeline for improvement. If the goals have not been reached during the set timeline, then the student is referred to a more in depth Student Study Team ("SST").

Tier Three (Intensive Intervention) At Tier 3, more intensive and possibly individual intervention is provided for students who continue to be at risk. At this level, a student may be referred for evaluation and consideration of whether the student qualifies for Special Education services according to the Individuals with Disabilities Education Improvement Act.

The following core components are key aspects of the MTSS framework at SOCS-K:

- All students receive high-quality, standards-based, culturally and linguistically relevant curriculum in their learning environment from teachers/parents/guardians, who have high academic and behavioral expectations. The Sage Oak model lends itself greatly to the differentiated instructional model in that the parent/guardian and teacher work together to customize each student's educational plan including curriculum and instructional techniques. The teacher works with the parent/guardian to align the educational plan to CCSS and ensure high academic rigor and expected progress.

- MTSS principles promote continuous improvement processes at all levels of the system. Collaborative restructuring efforts made to align the RTI process, CCSS, identify key initiatives, collect, analyze, review data, implement supports and strategies based on data are then refined as necessary to sustain effective processes. In order to ensure continuous improvement at all levels, key members of the Sage Oak staff meet regularly to evaluate the program.

- SOCS-K staff collaborate to create an integrated data collection system that includes assessments such as state tests, universal screening, diagnostics, progress monitoring, and teacher observations to inform decisions about tiered support placement, as well as data collection methods such as parent/guardian surveys for continuous systemic improvement. Sage Oak teachers use state scores, i-Ready assessment scores, Easy CBM assessments, full body of work, and observation to determine if RTI support is needed.

- SOCS-K staff work collaboratively with parents/guardians to assist in the development of proper behavior of the student in the learning environment. As the students are in a home-based learning environment, parents/guardians may experience behavioral issues that are negatively impacting the students' learning. The parent and teacher can brainstorm various behavior plans to help the student and parent.

SOCS-K also provides an RTI Program, as part of MTSS, where students, parents/guardians, and educators can come together to evaluate a student's performance and create a detailed, intervention driven educational plan to improve the student's academic progress.

Our goal is to provide early intervention for struggling students. The RTI process is in connection with the general education plan, not special education. It seeks to provide a structured, communicative forum to address student needs. RTI plays a vital role in creating a high achieving school as expressed in the following goals: 1) enables parents/guardians to teach students more effectively, 2) enables students to achieve standards, acquire academic and social competencies, become independent learners equipped for life's challenges, and 3) create a collaborative culture among all the involved parties.

The primary function of the RTI process is to provide a routine, cohesive and focused team" where specific student struggles can be addressed and resolved.

The process begins when a teacher or parent makes a request for assistance. The teacher will complete a Student Study Team meeting request. At this meeting, the team will focus on brainstorming, evaluating and selecting appropriate interventions through the creation of an action plan. A sufficient period of time will be determined to implement the selected interventions, whereupon a follow-up meeting will take place to discuss the results of these strategies. This problem-solving process continues until the intervention(s) is successful, or until a determination is made that a more in-depth evaluation for special services is required.

The RTI process is not a substitute for a 504 Plan, nor does it determine eligibility for 504 accommodations. As a result of the RTI process, a referral may be made to the 504 team if they suspect that a student has a medical diagnosis that substantially limits or prohibits their participation in a major life activity. If a student has an existing 504 Plan, the teacher will follow the appropriate procedure listed in the Teacher Manual.

The RTI process addresses general education strategies and interventions in response to a teacher/parent concern. It does not prevent or impede a direct referral to the SPED Department by a parent/guardian. It makes recommendations regarding the full continuum of interventions and services available at SOCS-K, including the provision of information to teachers and parents/guardians regarding the process of referring a student to the SPED Department. It is important to recognize the general education ownership of this process, while equally important to emphasize that the RTI process cannot be a substitute for special education services.

Teachers will request a SST meeting when it becomes apparent that a student is not responding to standard teaching and the parent/guardian's attempt to implement different strategies independently has been unsuccessful. Once the teacher and parent/guardian have gone through both Tier 1 and Tier 2, and it has been determined that a student is at Tier 3, a meeting should be scheduled.

Student Study Team

A Student Study Team, including parents/guardians, teachers, and other Charter School personnel or interested persons, uses a systematic problem-solving approach to assist students with any concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent/guardian, teacher, and student. An SST is a general education function. All students can benefit from an SST, including but not limited to those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues. The SST meetings are used in our MTSS/RTI program as a Tier 2 and Tier 3 support.

Anyone who has a concern for a student can refer that student to the SST for consideration. Anyone connected with the student can be included in the SST to provide information about the student, including strengths, concerns, and strategies that have been used in the past. Team members may include but are not limited to teachers, parents/guardians, counselors, doctors, administration, social workers, and law enforcement. The meeting is designed to bring out the best in the people involved.

Our twelve SST meeting steps include:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Strengths are identified.
4. Concerns are discussed, clarified, and listed.
5. Assessment scores and report cards are reviewed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized; one or two are chosen for focus.
8. Strategies to address concerns are brainstormed.
9. Team chooses the best strategies to carry into actions.
10. A clear goal is defined and agreed upon. Individuals make commitments to actions.
11. Person responsible and timelines for actions are recorded.
12. Follow-up date is set.

After implementation of an SST plan and follow up, the plan will be further reviewed/revised to address concerns that have not been adequately addressed and/or effectively resolved. In addition, a referral for special education assessment might be deemed appropriate through the SST process.

Credit Recovery

SOCS-K's independent study program offers a credit recovery program for students. SOCS-K credit recovery students have the potential to recover credits depending on how quickly courses are completed. Students receive personalized support from the secondary education team and/or teacher which includes weekly check-ins via email or phone, a credit recovery plan of courses the student needs to retake, and encouragement and pacing assistance to keep students on pace and moving through the courses. Teachers are available to support students in their classes by phone, email, and the virtual classroom. They may provide students with recorded live sessions, tutoring, and any other support they need to be successful in their classes.

9) Plan for Students Who Are Academically High Achieving

High achieving students are identified via the same process of investigation, observation, and analysis used to identify low-achieving students, as stated above.

SOCS-K will offer individualized support for high achieving students such as differentiation, one-on-one instruction and access to higher level materials. SOCS-K also offers a gifted and talented program for our advanced learners which includes access to additional support by trained professionals in gifted education, specialty academic classes, and learning experiences geared specifically for the learner.

One of the benefits of our model is that it allows high achieving students to work at an accelerated pace and to go in further depth as needed. Students can customize their education and accelerate in one subject area and not others depending on their individual achievement levels and needs.

High achieving students are afforded opportunities that foster the student's academic success and challenge the student further. SOCS-K offers Advanced Placement ("AP"), the College -Level Examination Program ("CLEP"), honors courses, and community college dual enrollment. In addition, qualified middle school students may take high school and community college courses. These students are also encouraged to participate in supplemental programs such as the National Honor Society. Secondary education staff offers guidance through the college admission process, creating a four year plan, concurrent enrollment, and assistance with the college application process during senior year. Exceptional students who wish to accelerate through the curriculum and graduate early will have an opportunity to do so with secondary education leadership and teacher approval.

10) Plan for English Learners

SOCS-K has developed an English Learner Master Plan to serve English Learner ("EL") students, including long-term English Learners ("LTELs") or English Learners at risk of becoming LTELs, which addresses their needs, meets all state and federal mandates, and, which has a goal of exiting students from EL status. SOCS-K ELPAC testing will be facilitated and proctored by trained, qualified members of staff. SOCS-K will work with teachers to provide EL support in the general education setting as outlined in the charter's EL Master Plan. SOCS-K will meet all applicable legal

requirements for ELs as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

EL students that are at risk for becoming long term EL students, will be monitored and given extra targeted support services.

Identifying Students as EL

EL students are targeted for ELPAC initial assessment testing when the Home Language Survey, administered on enrollment forms, indicates that their primary home language is a language other than English.

- All students identified as ELs via the home language survey will take the ELPAC initial assessment within 30 calendar days of enrollment if they have not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test.
- All EL students will take the ELPAC summative assessment every year during the testing window until reclassified as fluent English proficient.
- Parents/guardians will be notified of ELPAC results within 30 days of when SOCS-K receives the testing results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.
- All SOCS-K students are in an English Language Mainstream academic program with an EL Support Course. The mainstream curriculum is supported by CLAD certified teachers and includes vocabulary, visual, and thematic based support. EL students are accommodated within this curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.

Criteria for Reclassifying EL Students

The following criteria are used in tandem to determine whether to reclassify a student as proficient in English ("RFEP"):

- Summative ELPAC Overall Score
- Teacher Evaluation
- Parent Consultation
- Basic Skills Relative to English Proficient Students including standards based report cards, local assessments, and CAASPP/Smarter Balanced assessments..

For ELs with significant cognitive disabilities, SOCS-K also has additional reclassification criteria under "special circumstances", who may be reclassified upon agreement from the IEP team, when appropriate.

EL Support Class/Curriculum

The EL support class/curriculum covers the state ELD Standards and focuses on building skills in academic vocabulary and reading/writing across the curriculum. High school students have the

option of receiving elective credit for the course. The course aids EL students by providing scaffolding to build skills in academic reading and writing in all content area courses. Students are placed in the course based on their status as an EL student until they have been reclassified. English Language core courses are chosen based on academic level and elective courses are chosen based on student interest and need (i.e. the EL support course).

- All units include vocabulary and grammar building components and targeted reading/writing strategies across content areas.
- Each individual unit is centered around a specific theme and a specific reading/writing strategy.
- EL students will be monitored relative to performance in the EL support class and progress in all academic courses. SOCS-K will conference with core and support teachers on an ongoing basis.
- All EL students will be contacted regularly for check-in and progress monitoring.
- Parents/guardians will be included in all correspondence regarding student progress.

11) Plan for Special Education

SOCS-K understands that the Charter School has the obligation to serve students with exceptional needs and that the Charter School, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education ("FAPE") in the least restrictive environment ("LRE"). The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

SOCS-K is its own local educational agency ("LEA") and is a member of Sonoma County Charter Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a). The Charter School shall provide the District evidence of membership. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan. A change in LEA status or SELPA membership shall not require a material revision of this charter.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. speech, occupational therapy, adapted P.E., nursing, and transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

SOCS-K anticipates enrolling students with IEPs or enrolling students who may require testing for appropriate placement and possible services. SOCS-K will work proactively and cooperatively

with families, the teaching staff, and the District to adhere to state and federal mandates in servicing Special Education students including, but not limited to: testing; creating and updating IEPs; special services as provided by SOCS-K staff, outside providers or by the District, etc. We will also ensure that:

- We employ admissions and enrollment practices that are non-discriminatory toward students with IEPs.
- Students with special education services are under the guidance of and receive support from the Charter School's Special Education Case Managers.
- Special Education Case Managers ensure that the staff working with students with IEPs are trained in how to fulfill the requirements of the IEPs and in how to appropriately support students with special education services.
- In working with students with special education services, our Charter School is the least restrictive environment (LRE) and an appropriate placement for the student as dictated by law.
- SOCS-K requests and obtains student's cumulative files and other documents in a timely fashion.
- SOCS-K reviews student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.

Services for Students under the "IDEA"

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

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

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

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

Staffing

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

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

Child Find

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

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

Students possibly in need of special education will be screened from already available data (i.e., the local assessment, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. SOCS-K shall follow the multi-tiered system of supports to integrate academic behavioral instruction and integration provided to students in varying degrees based on need. Both staff and parents/guardians will be trained in this process to increase its effectiveness. If the process finds that the plan is not sufficient to meet the student's needs, it may refer a student for assessment through the provisions of a Section 504 Plan, if appropriate, or recommend that student for a formal special education assessment.

Special education and related services are provided at no cost to students.

Referral and Assessment

SOCS-K students who are referred for special education testing after admission to the program will be tested using appropriate assessments by SOCS-K special education case managers or properly credentialed contracted vendors. Students identified as qualifying for services will receive special education and/or related services under the terms of applicable special education law and as specified by the resulting Individualized Education Program. The services may or may not be supplied directly by SOCS-K staff dependent on student needs, the terms of a Memorandum of Understanding ("MOU") between SOCS-K and the District if any, and /or the availability of services which may be provided by outside vendors. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, SOCS-K will convene and conduct IEP team meetings.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

Individualized Education Programs and Service Delivery

SOCS-K plans and conducts the IEP team meetings and will designate staffing and other resources needed to implement the special education and related services called for by the IEP. Student progress toward the goals specified in the IEP are monitored regularly, and formally reviewed by the IEP team on at least an annual basis.

Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, SOCS-K will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-Discrimination

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

Due Process

Concerns or disagreements raised by parents/guardians will be acknowledged by the Charter School within five days. SOCS-K will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

SOCS-K acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of SOCS-K's alleged failure to provide FAPE to students enrolled in the Charter School. SOCS-K may also initiate a due process hearing or request for mediation with respect to a student enrolled in SOCS-K if it determines such action is legally necessary or advisable.

SELPA Representation

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

Funding

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

Section 504 of the Rehabilitation Act/ADA

SOCS-K recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SOCS-K. SOCS-K is committed to protecting all students from discrimination under state and federal law. SOCS-K will ensure all students who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment, are eligible for protections under Section 504 and the Americans with Disabilities Act. SOCS-K will provide a free appropriate public education ("FAPE") to those students through the creation and implementation of a Section 504 Plan. SOCS-K shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of SOCS-K shall be accessible for all students with disabilities in accordance with the ADA.

The 504 Plan Process: A 504 team will be assembled by the Superintendent, as needed and will include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the

legal requirements for LRE.

The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation will be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a FAPE.

In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the SOCS-K professional staff. The parents/guardians shall be invited to participate in 504 team meetings where program accommodations, modifications or services for the student will be determined and they will be given an opportunity to examine in advance all relevant records. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the least restrictive environment, with students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents/guardians, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The SOCS-K Superintendent will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of

the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, and continued eligibility or readiness to discontinue the 504 Plan.

12) Achievement of All Students

We will improve the academic achievement of all students, including English Learners, homeless and foster youth, ethnic subgroups, socioeconomically disadvantaged youth, and students with disabilities. This will be accomplished through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics. We will implement the following, as well as track data of the subgroups to ensure goals are being met:

1. Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions such as: meeting with the guidance director and/or curriculum director, one-on-one and small group tutoring, access to the local assessment's targeted curriculum program, time management training with student/parent/guardian. Departments will collaborate to streamline the intervention process and to measure its effectiveness.

2. Monitor low-income students, homeless students, foster youth, English learners, ethnic subgroups, and students with disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.

3. Provide personalized access to materials and/or learning experiences that are aligned to the Common Core State Standards through multiple channels assisting students in completing standards aligned content:

- Online courses, credit recovery, core programs
- Supplemental curriculum and materials supporting common core standards
- Extended school year
- Digital curriculum aligned to the Common Core State Standards
- Service vendors offering educational opportunities across geographical area

4. Provide professional development and ongoing training and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

5. Provide teacher and parent/guardian training, learning opportunities, and workshops on a variety of topics; for example: teaching students with disabilities, English learner master plan, English learner progress and reclassification, SDAIE strategies, literacy at home, foster and homeless youth, and Common Core State Standards.

6. Ensure all students have opportunities for intensive CAASPP preparation, specifically low income, homeless, English learners, foster youth, and students with disabilities

7. Develop a comprehensive college and career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; increase Career Technical Education opportunities to prepare students for the 21st century workforce and global

competencies. This program will be available and accessible to all student subgroups.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals and actions, both schoolwide and for each subgroup of pupils, to achieve the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

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

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

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

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

High School Graduation Requirements

SOCS-K's graduation requirements include rigorous traditional university preparatory courses in English, mathematics, science, social science, language other than English, and visual and performing arts and ; however, the curriculum courses will be provided in a manner that challenges each student to think beyond the subject matter that is presented and continually place new information in the context of their own knowledge base. SOCS-K's graduation requirements exceed the Education Code requirements applicable to non-charter public schools, and students are counseled on how to meet additional college or career requirements based on their post-secondary educational college goals. Sage Oak curriculum also meets or exceeds UC/CSU a-g course requirements.

SOCS-K has configured its minimum course completion requirements and its credit award policy so as to fulfill the high school graduation requirements of the District. Consistent with California law, the Charter School prescribes completion of the following, at a minimum**:

- Four courses in English (English I, II, III, IV)
- Two courses in mathematics, with one year of Algebra I mandatory*
- Two courses in science
- Three courses in social studies (including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics)
- One course in visual or performing arts or language other than English
- Two courses in physical education, unless the student has been exempted

* At least one course of the mathematics requirement shall be fulfilled by completion of Algebra I coursework.

** Students will be advised that minimum graduation requirements do not meet UC entrance requirements.

Credit and Graduation Requirements

SOCS-K awards five credits per course, per semester. 220 credits are required to graduate. Students are eligible for a diploma when all requirements have been met. Diploma requirements are as follows:

GRADUATION REQUIREMENTS	CREDITS
Required:	
English	40
Mathematics	30
Life Science	10
Physical Science	10
Visual/Performing Arts	10
World History	10
American History	10
American Government	5
Economics	5
Language Other Than English (LOTE)	20
College & Career Exploration	5
Electives	65

School-Wide Goals

- **Goal One:** We will improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics.

- **Goal Two:** We will promote high daily attendance and a positive school climate by providing high-quality teachers, best practice, and interventions to ensure student success

- **Goal Three:** We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure the safety and satisfaction to support student learning and achievement.

- **Goal Four:** We will ensure that students are on-track to graduate from high school and have access to College and Career Technical Education.

ELEMENT 3: METHODS OF MEASUREMENT

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

1) Methods of Assessment

SOCS-K, like other charter and non-charter public schools, adheres to the tenets of the state accountability system. Using data from the statewide assessments and local assessments, SOCS-K discerns which numerically significant subgroups are not achieving growth target goals. Students identified as needing support to achieve proficient or advanced levels of achievement on assessments receive additional individualized assistance, and, where appropriate, tutoring, remedial instruction, and other intensive interventions. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Academic performance is assessed through graded lesson assignments, unit and module assignments, unit tests, course final exams, teacher observation, local assessments, and annual statewide testing to include grade-specific Smarter Balanced Assessment Consortium ("SBAC") assessments and California Science Test ("CAST") for all applicable grade level students. Annual ELPAC assessments will be reviewed for designated EL students and annual progress towards IEP goals will be analyzed and updated for special education students.

Repeating a Course

Courses that may be repeated for credit will be listed in the course description. Courses in which grades of a D/F are earned may be repeated. The highest grade will be used in the GPA calculation. UC only allows a course to be repeated one time for grade replacement.

Transfer Credits

Transfer credits are awarded on a case-by-case basis. Official transcripts are required in order to award credit. Transcript analysis may require research and contact with previous institutions to determine eligibility of transfer credits. International records may require translation and/or evaluation prior to being considered for transfer credits.

Transcripts

Official transcripts should be requested from the student's counselor at least two weeks prior to deadlines.

Grade Level

Elementary and middle school students in TK-8 are assigned a grade level based on the year of TK or K entry. High School students are assigned a grade level based on the year of 9th grade entry. Regardless of credit deficiency, students will be promoted to the next grade and given an

opportunity to remediate credits in hopes that the student will graduate with his or her cohort. In the event that a student does not graduate with their cohort, SOCS-K will provide the student with an opportunity to continue their education, as long as they are continuously enrolled in public school and making satisfactory progress towards a diploma, per Education Code Section 47612(b).

Learning Period Meetings ("LPMs")

Learning Period Meetings are an important component of the plan to assess student progress. They occur at least once per learning period and are a time when the credentialed teacher spends one-on-one time interacting with the students, assigning work and reviewing the student's completed assignments/body of work. During this meeting, the credentialed teacher documents student progress toward the measurable student goals and indicates the standards in which the student made progress. This progress is documented in the student information system. During this meeting, the teacher also collects work samples which are used as authentic evidence of the student's abilities and progress. The teacher will also ensure that an appropriate amount of progress was made by the student for the number of days of attendance being claimed. The teacher will plan the next learning period's assignments.

Local Assessments

1st-11th Grade Local Assessment

SOCS-K uses a school adopted, state approved verified data local diagnostic assessment for students in grades 1-11 for math and reading. In addition, ongoing progress monitoring may be administered to show whether students are on track to achieve end-of-year targets. The results from the assessment provide standards based data necessary for meeting state and Charter School requirements.

Transitional Kindergarten Local Assessment

All transitional kindergarten students take a Transitional Kindergarten (TK) pre/post assessment, which is a paper and pencil diagnostic. Students will be assessed on their letters/sounds, word recognition, number sense and math concepts.

Kindergarten Local Assessment Options

SOCS strongly encourages kindergarten students to take the 1st - 11th Grade Local Assessment. However, upon parent/guardian request, kindergarten students may take the TK assessment in lieu without operations and accountability department approval.

2) Use and Reporting of Data

Collecting, Analyzing, and Utilizing Data

The Charter School relies on the robust data collection and reporting abilities inherent in the student information system and local assessment interfaces. The web-based SIS stores comprehensive data about students, instructors, courses, applications, and enrollments in a single database, enabling educators to quickly retrieve information and create custom reports. Charter School faculty has access to reports that detail students' progress and challenges and can take advantage of a variety of automated interventions to help keep students on track.

The local assessment yields easy to use reporting and ongoing progress monitoring which provide parents/guardians and teachers with real-time insights for each student. Using advanced technology, the platform dynamically adapts based on student response patterns, which allows the assessment to be more accurate and efficient in pinpointing students' needs as compared to traditional fixed-form tests.

More specifically, as the diagnostic adapts, it provides easier or harder questions depending on students' answers to previous questions. By adapting across grades, the diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for teachers and parents/guardians in providing differentiated instruction, for identifying gaps spanning back multiple years, or determining where students are ready for further challenges.

Based on the diagnostic results, the local assessment provides access to individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers and parents/guardians with a detailed action plan for individual instruction, as well as the tools needed to deliver that instruction.

These data, mechanisms, and intervention procedures are used by teachers to assess each student's needs and deploy appropriate modifications. Teachers adjust and enhance course content with a variety of student assignments, projects, and assessments, each created to address different learning styles, levels of challenge, or student needs. In addition, independent study teachers may adjust curriculum, materials, and services in order to ensure students are maximizing their potential.

Reporting Data to Stakeholders

Student scores on statewide assessments will be provided to parents/guardians.

Like other public schools, SOCS-K's annual performance will be shared with the community via the state's School Accountability Report Card ("SARC"), which is then published and available online at the California Department of Education website.

SOCS-K will provide requested reports to the District and the Charter School's governing board as needed.

ELEMENT 4: GOVERNANCE STRUCTURE

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

Sage Oak Charter School is a directly funded independent charter school, and is operated by Sage Oak Charter Schools, a California nonprofit public benefit corporation, pursuant to California law.

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

SOCS has received its full tax-exempt status from the federal and California state governments, under the federal Internal Revenue Code Section 501(c)(3) and the companion California state tax laws and regulations. See Exhibits for copies of the Articles of Incorporation, corporate bylaws, and Conflict of Interest Code. SOCS is operated by a set of mission-driven policies and procedures to help staff and administrators perform their daily responsibilities with a focus on the Charter School's mission.

Governance Structure

SOCS-K is governed by the SOCS governing board ("Board") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The SOCS Board shall have no fewer than three (3) and no more than nine (9) directors. All directors shall be designated by the existing governing board. All directors are to be designated at the corporation's annual meeting of the governing board.

To establish continuity and sustainability for the charter school, initial governing board members shall each serve a fixed five-year term. At the end of the initial term, governing board members will be elected to one, two, and three-year terms, as determined by the then-seated governing board, consistent with the bylaws. All governing board members, thereafter, will be elected to serve three-year terms.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the SOCS governing board.

Governing Board Duties

SOCS-K's governance responsibilities will primarily be divided between the governing board and the Superintendent. The Superintendent and faculty will carry out the day-to-day operations of the Charter School, with the Superintendent having primary responsibility to conduct and manage the daily operations. The governing board will set policy, approve the budget, and assure that the Charter School maintains high academic standards. The SOCS governing board shall have ultimate

responsibility to oversee the operation and activities of the Charter School.

The governing board's major roles and responsibilities will include:

1. Establishing and approving all major educational and operational policies.
2. Approving all major contracts.
3. Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.
4. Hearing expulsion recommendations at scheduled governing board meetings to meet the 30 day timeframe for expulsion requirements.
5. Evaluating the Superintendent who oversees the day-to-day operations of the Charter School and implementing the policy direction of the Board.
6. Developing annual goals for the Charter School and long range plans with input from the Superintendent, teachers, and parent/guardian advisory council members.
7. Receiving reports from, and providing recommendations to the Superintendent relative to long-term strategic planning.
8. Assessing SOCS-K's goals, objectives, academic achievements/student progress, financial status, and any need for redirection.
9. Evaluating Charter School and student performance.

The governing board is responsible for the accountability requirements established by the California Charter Schools Act of 1992 and the charter itself. One of the governing board's primary responsibilities is to ensure that SOCS-K is meeting annual accountability targets. The governing board will routinely evaluate the academic, financial, and legal/compliance health of the Charter School and update the District on our progress toward goals, actions, and outcomes outlined in our LCAP.

The governing board's objective is to develop an LCAP and an annual update to the LCAP that demonstrates measurable annual progress toward meeting the Charter School's high standards for student success, and to oversee the implementation of that plan by the Charter School's Superintendent.

Board Training and Sustainability

Board members are committed to continuous improvement and ongoing training to assist the governing board in fulfilling its responsibilities to act as stewards for the Charter School. To this end, the Board will seek appropriate training and educational opportunities to more effectively govern SOCS-K's operations. Such training experiences may include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. The Charter School will maintain in effect general liability and board errors and omissions insurance policies.

The Board of Directors of the Charter School will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c).

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest

Code is attached within Exhibit C.

Parental Involvement

SOCS-K believes that active parent/guardian, student, and employee participation in Charter School operations and governance helps foster a public school's long-term sustainability as a successful program. SOCS-K will encourage parent/guardian involvement and will ensure that all faculty practice open communication to enable every parent/guardian to take an active role in the academic progress of their enrolled student as well as in the direction and governance of the Charter School.

SOCS-K shall maintain an advisory council that may be composed of parents/guardians, students, certificated staff, and classified staff. The advisory council plays an important role in making SOCS-K a school that is responsive to staff, student, and parents/guardian needs, and will provide for continual improvement. The advisory council meets regularly and functions to address and make recommendations to the school's leadership team and/or Superintendent regarding specific areas of Charter School operations.

The SOCS-K academic model requires frequent outreach to parents/guardians and easy accessibility to faculty. Parents/guardians will receive various email notifications regarding their student's pace and progress, and all parents/guardians will have at least monthly contact with their student's academic team.

Parents/guardians may be surveyed at least once a year to determine their satisfaction levels with the Charter School with respect to open governance, curriculum, instructional design and delivery methods, achievement of performance objectives, and other metrics that factor into the Charter school's governance and accountability.

These multiple reporting mechanisms, combined with the availability of faculty to parents/guardians during and beyond normal business hours, are designed to keep parents/guardians apprised, informed, and involved. This puts parents/guardians in a position to influence school decisions affecting their students.

The forum for major Charter School decisions will be public meetings of the governing board. SOCS-K will post Board agendas on its website in compliance with the Brown Act, so parents/guardians will have the opportunity to share concerns and provide written and oral testimony regarding decisions pending before the Board.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

SOCS-K is dedicated to hiring exemplary staff who are committed to its mission, vision and values. All administrators, faculty, and staff members to be employed by SOCS-K must possess the qualifications, knowledge base, and experience essential to successfully fulfill their responsibilities as determined by the SOCS-K's governing board and Superintendent. SOCS-K will ensure that all applicable legal requirements are met for teachers, staff, paraprofessionals and other administrative employees of the Charter School. Each certificated employee at the Charter School will meet the applicable state licensing and/or credentialing requirements. For all positions, certificated and non-certificated, the employee, at minimum needs to satisfactorily meet the performance specifications SOCS-K requires for the position, as outlined below, and must possess the qualifications required to perform the essential functions of the position, as determined by the SOCS-K's governing board and Superintendent.

SOCS-K is an equal opportunity employer and does not discriminate against individuals based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), reproductive health decision-making, family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. The Charter School prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. Sage Oak complies with the Americans with Disabilities Act to ensure equal access to all qualified individuals with a disability. Background checks are conducted on all prospective new hires.

Hiring Plan

SOCS-K seeks to hire a diverse faculty composed of highly effective teachers and highly skilled professionals who express an understanding of and support for our mission and student population. We will achieve this goal by recruiting and compensating our faculty and staff based on their ability to meet the needs of our program as outlined in our hiring and evaluation rubric. The rubric will contain qualifications and criteria directly aligned to the qualities we believe are essential for effective teaching and learning within the SOCS-K program, as outlined in Element I of this charter petition.

The Superintendent will prepare and recommend to the Charter School governing board for approval, salary and benefit levels, working conditions and work year characteristics (e.g. length of year and day and vacation policies) for all employees that will allow Charter School to attract and retain the caliber of employees necessary for the Charter School's success.

Faculty and Paraprofessional Qualifications

SOCS-K has a highly specified set of qualities it requires of its teaching faculty. Pursuant to the Every Student Succeeds Act, charter schools are free to design personnel systems and hire staff that meet the unique needs of the charter school. All teachers and paraprofessionals at SOCS-K will meet applicable state certification and licensure requirements. In accordance with Education Code Section 47605(l), SOCS-K shall ensure that teachers at SOCS-K hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and will be made available for periodic inspection by the District.

The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment, pursuant to Education Code Section 47605.4(a). All teachers shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

The Charter School shall ensure that all paraprofessionals employed by the Charter School shall meet all applicable requirements under Education Code Section 45330.

The teacher is responsible for implementing appropriate strategies that assist each student in achieving their academic potential while also providing superior customer service to all internal and external customers.

Typical activities for the teacher may include:

- Evaluate student work as prescribed by SOCS-K's grading policy, and provide feedback on graded assignments, in which students are encouraged to be actively engaged in the learning process.
- Contribute to a climate where students are actively engaged in meaningful learning experiences.
- Work with the leadership team and other SOCS-K instructors to produce learning experiences suited to the grade level and to the student developmental level that will enhance student achievement.
- Communicate in a professional manner.
- Award and update student attendance in the student information system.
- Model professional and ethical standards when dealing with students, parents/guardians and community.
- Meet established deadlines.
- Conform with and abide by SOCS-K work procedures and instructions, and SOCS-K regulations and policies.
- Attend IEP meetings and complete the necessary documentation.
- When requested, participate in student and parent/guardian conferences, marketing events and proctor exams.

- Participate in committees and organizations as needed.
- Maintain effective and efficient records.
- Implement curriculum using activities that contribute to a climate where students are actively engaged in meaningful learning experiences and be available to assist students in-person or via phone, email and instant message.
- Identify, select, and modify instructional resources to meet the needs of students with varying backgrounds, learning styles, and special needs.
- Approach situations with a student-centered attitude and flexibility that promotes student success.
- Partake in professional development opportunities.

Administrative and Non-Instructional Staff

The Charter School will seek administrative and operational staff members who have demonstrated experience or expertise in the issues and work tasks required of them. They will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies. *See Exhibit B for administrative job descriptions for key positions and their requisite qualifications.*

General Requirements, Hiring and Performance Review

Prior to employment, each employee will submit to a criminal background check as required by Education Code Section 44237. Prior to beginning work, all employees will be required to undergo a criminal background check prior to hiring through a LiveScan fingerprint process secured by the California Department of Justice and, if classified, the Federal Bureau of Investigation. These services will occur where the LiveScan service is offered. The Charter School will adhere to California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony.

All employees must undergo a tuberculosis ("TB") risk assessment and/or examination (if necessary) and be determined to be free of active tuberculosis within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code Section 49406. Employees must also furnish proof of documents establishing legal employment status. The Superintendent and/or administrative designee will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

The Superintendent will have the authority to recruit and interview candidates and make hiring recommendations to the governing board for approval.

The Superintendent and/or designee will have the responsibility of evaluating the performance of the teaching and administrative staff, and to review the results of the performance reviews with the governing board. The SOCS-K governing board has the right, if it so chooses, to review these performance reviews before they are delivered to the staff members.

The Superintendent and/or designee, with input from the SOCS-K governing board as applicable, will determine the criteria by which to judge the performance of employees prior to conducting a formal performance review. These criteria will be tied directly to SOCS-K's educational program

goals and will utilize a performance review rubric. The rubric will, among other criteria, be used to tie job reviews to relevant performance areas such as delineated in individual job descriptions, school and individual goals.

The SOCS-K governing board will create the job and performance review of the Superintendent. The Superintendent's performance will be objectively evaluated based on school and student success as reflected in a predefined set of performance criteria.

Professional Development for Instructional Staff

SOCS-K is committed to the ongoing improvement of its staff. Relevant professional development conferences (ex. CCSA, CSDC, ACSA) will be attended where to keep up to date and be informed on current educational trends. For leadership, professional development meetings are held regularly. We also hold in person meetings to cover topics such as human resources, special education, legal trends and more.

All Charter School employees who are mandated reporters, as defined in Section 11165.7 of the Penal Code will be trained in their role as a mandated reporter. Additionally, staff will complete other school safety trainings on topics such as bloodborne pathogen safety and sexual harassment along with trainings as outlined in school policies.

Our professional development program for new teachers is structured in three parts: onboarding, first year induction (mentoring), and continuing education:

Onboarding

- Mission, vision and core values
- Understanding the independent study educational experience
- Working within online systems (e.g. ordering system and virtual classroom) and student information system
- Communicating with students and parents/guardians
- Understanding and using independent study metrics
- Motivating students and meeting the unique needs of students
- Monitoring and guiding student pacing
- Managing the protocols of independent study learning: pace charts, contact histories, grading, various educational philosophies
- Technology tools for effective teaching

Mentoring

During their first year, teachers are partnered with experienced educators to support them. Teachers new to the profession will be required to complete an induction program.

Continuing Education

- Teachers are provided with opportunities to expand their knowledge of personalized learning strategies throughout the year by participating in various professional development programs.
- Teachers are surveyed to determine areas of need, and SOCS-K will provide programs to

meet the expressed needs.

Individual Professional Development Plans

Additionally, all full-time school staff members are required to develop annual goals that identify areas of development that will lead to professional growth. This plan will be developed in conjunction with the Superintendent or designee overseeing the employee's job review. Some areas of growth might include:

- Serving on a recognized committee
- Serving as a mentor for new school staff
- Presenting at a Charter School professional development opportunity
- Measurable implementation of selected best practices methodology that will be employed to improve support for student success.

SOCS-K will also allot monies every year to support individual professional development activities.

Authority and Responsibility

The Superintendent and/or designee is responsible for monitoring teacher credentials and qualifications relative to their positions. While the Charter School administration is responsible for working with each teacher in the development and management of an individualized professional development plan, the Superintendent and/or designee ensures that state mandates are appropriately enforced in all schools. This work is further supported by the oversight of the SOCS-K governing board.

ELEMENT 6: HEALTH & SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of students and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. — California Education Code Section 47605(c)(5)(F)

SOCS-K has adopted a comprehensive set of health, safety, and risk management policies. In general, health and safety matters will be dealt with in accordance with these SOCS-K policies. These policies have been developed in consultation with the Charter School's insurance carriers and at a minimum address the topics discussed below. These policies and procedures are incorporated as appropriate into the Charter School's student and staff handbooks and are reviewed on an ongoing basis .

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

Procedures for Background Checks

Employees and contractors of SOCS-K will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Additionally, classified staff will be required to submit fingerprints to the Federal Bureau of Investigation (FBI). The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Superintendent or designee will be responsible for monitoring compliance with this policy and reporting to the Charter School governing board on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Superintendent. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Tuberculosis Risk Assessment and Examination

All employees will be required to undergo a tuberculosis risk assessment and examination (if necessary) prior to commencing employment/service, and at least once every four years thereafter, as required by Education Code Section 49406. Charter School shall maintain TB clearance records and certificates on file.

Immunizations

All enrolling students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students who receive classroom-based instruction must be immunized with

pertussis (whooping cough) vaccine booster.

The Charter School shall exclude students from participation in classroom-based activities if the student is not immunized in accordance with applicable law. Those parents/guardians who have difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Diabetes

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

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

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

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in

high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

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

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

Emergency Preparedness

The Charter School shall adhere to emergency preparedness procedures included in our safety plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Facility Safety

SOCS-K will comply with Education Code Section 47610 by utilizing administrative facilities (and any other resource center, meeting space, or other satellite facility that SOCS-K may establish) that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School will comply with all other applicable federal, state, and local building codes and requirements applicable to California charter schools, including the Americans with Disabilities Act, and other applicable fire, health, and structural safety requirements, and will maintain on file records documenting such compliance. SOCS-K will ensure that its administrative offices will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard. The Charter School will obtain all necessary permits for these

offices including a building and fire marshal inspection and/or a certificate of occupancy. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Drug-, Alcohol-, and Smoke-Free Environment

SOCS-K shall function as a drug, alcohol, and smoke-free environment.

Bloodborne Pathogens

SOCS-K shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. An "Exposure Control Plan" shall be designed to protect employees from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

Child Abuse Prevention and Reporting

SOCS-K will maintain detailed policies and procedures for the immediate reporting of suspected child abuse, neglect, acts of violence, or other improprieties. Such policies will detail the role and obligation of staff in the reporting of child abuse pursuant to Penal Code Section 11164 *et seq*. All staff will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide all employees, and other persons working on behalf of the Charter School who are mandated reporters, with annual training on child abuse detection and reporting, in accordance with Education Code Section 44691.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), reproductive health decision-making, family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. The Charter School also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer

session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. While the Charter School does not currently have a school site with students present, if the Charter School were to obtain such a site, the Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6.

The Charter School will comply with all applicable equal employment and discrimination laws, including Title IX, the California Fair Employment and Housing Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and all other applicable laws.

Additionally, Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. The Charter School does not discriminate on the basis of sex in the educational program or activity which it operates, including employment in such programs and activities.

In accordance with the Charter School's Equal Employment and Nondiscrimination Policies, the Charter School designates the following position(s) as the Title IX Coordinator and Coordinator for Nondiscrimination in Employment:

Title IX Administrator
1473 Ford Street, Suite 105
Redlands, CA 92373
hr@sageoak.education

Any employee or job applicant who believes they have been or are being discriminated against or harassed in violation of School policy should, as appropriate, immediately contact their supervisor, the coordinator, or the Superintendent who shall advise the employee or applicant about the Charter School's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with School policy and regulation. Individuals may use the Charter School's Uniform Complaint Procedures to address complaints of discrimination and harassment, including sex discrimination under Title IX. Annual notice of such policies will be provided to all employees, and a copy of such policies and procedures are available by contacting the coordinator listed above or Human Resources.

Discrimination is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior. Any lead, supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. — California Education Code Section 47605 (b)(5)(G)

SOCS-K actively recruits a diverse student population from within its legally prescribed service area. Within that boundary, admission will be open to any California resident, and all students will be considered for admission without regard to any characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

SOCS-K implements a student recruitment strategy that will be represented by, but is not necessarily limited to, a combination of elements or strategies to ensure a diverse student body and to achieve a balance of racial and ethnic students, special education students, and English Learners, including redesignated fluent English proficient students, that is reflective of the general population residing within the territorial jurisdiction of the District.

SOCS-K will engage in various outreach activities, that may include, but is not limited to, the following:

1. **Marketing Materials**: Design flyers and distribute informational materials to appeal to various groups in order to achieve the required balance. Materials will be developed in English, Spanish, and other common languages in the District area.

SOCS-K provides printed postcards and e-flyers to all teachers to distribute or post online in the counties where they reside, which includes the counties of Los Angeles, Orange, Ventura, and San Bernardino. Printed postcards and other promotional materials include information about its programs and student offerings with a link and QR code to the SOCS-K website and contact information for our parent support team. Starting in the 2022-23 school year, the parent support team hired a parent support specialist fluent in Spanish to assist in communicating via phone and email with Spanish-speaking prospective families.

2. **Community Events**: SOCS-K will host community events in all regions it serves students. SOCS-K staff will also attend community events such as homeschool conferences and will provide flyers to interested parents/guardians in English and Spanish. Marketing materials at such events will ensure a balance that is reflective of the general population residing within the District.

SOCS-K hosted two in-person coffee question and answer events, attended an educational fair, and provided informational postcards to prospective families in the 2022-23 school year.

SOCS-K hosted 16 virtual enrollment webinars between January 2023-June 2023 about the SOCS-K K-8 Personalized Learning Academy, K-8 Virtual Learning Academy, and 9-12 high school programs and offerings. By providing informational webinars online, this provided an opportunity

for prospective families in all areas to attend at a time and day that worked best for their schedule. SOCS-K utilized social media and posted actively in Facebook Community Groups in the counties of Los Angeles, Orange, Ventura, and San Bernardino to help promote these virtual enrollment webinars among families interested in nonclassroom-based charter schools and educational programs similar to SOCS-K.

3. **Advertising**: SOCS-K will ensure its website and social media reflect a balance that is reflective of the general population residing within the Districts.

SOCS-K utilized paid social media advertising on Facebook and Instagram platforms that promoted enrollment via website visits to the SOCS-K website enroll page. Ads were targeted to Los Angeles County, Orange County, Ventura County, and San Bernardino County. The targeted audience included parents and families of TK-12 students with multicultural affinity behaviors and interests of Hispanic american culture, Hispanic culture, and Latino culture.

SOCS-K utilized pay-per-click (PPC) ads to promote enrollment through Google Search and other search engines driving audiences to visit the SOCS-K website enroll page. Targeted areas include Los Angeles County, Orange County, Ventura County, and San Bernardino County.

SOCS-K utilizes photo and video of students and stock photo to showcase a diverse student population including those of Hispanic descent.

SOCS-K engages regularly in Facebook Community Groups through organic posts and by responding to questions from families about how to enroll at SOCS-K, curriculum, program offerings, and how to attend virtual webinars to receive more information about the school. SOCS-K actively participates in these Facebook Community Groups in the regions of Los Angeles County, Orange County, Ventura County, and San Bernardino County.

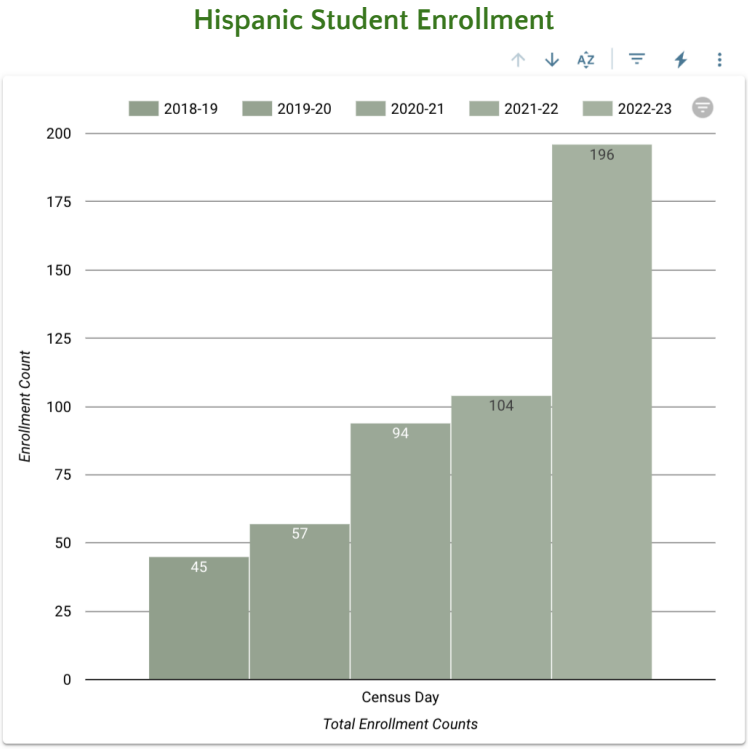
SOCS-K regularly shares photos and video content online including Facebook, Instagram, Twitter, and the SOCS-K website showing SOCS-K students, classes, field trips, events, and other engagement opportunities. SOCS-K makes a concerted effort to capture and utilize photos that represent the diversity of our student population.

4. **Establish Partnerships with Community Organizations**: SOCS-K will explore potential partnerships within the local and regional communities inclusive of our community colleges and business sector.

SOCS-K maintains a partnership with West LA College and Santa Monica College. These partnerships allowed SOCS-K students access to the course catalog at both colleges. Through West LA College, SOCS-K is able to reserve seats for students in ASL I and ASL II courses. Through Santa Monica College, SOCS-K is able to reserve seats for students in economics, United States History, Interpersonal Communication, English I and Political Science I courses. SOCS-K has an official CCAP partnership with Crafton Hills College. We plan to expand course offerings to students through Crafton Hills College.

As a result of these efforts, SOCS-K has seen consistent growth in the diversity of its student body as demonstrated in the historical enrollment trend data included at the beginning of this renewal charter petition. In particular, Hispanic/Latino student enrollment as a share of the SOCS-K student

body has increased by over 40% since SCOS-K's founding and represents the largest student group.



SOCS-K will continue these student population balance efforts in order to more closely align with the demographics of the territory SOCS-K serves.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

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

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

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

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

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, all students and their parents/guardians must complete and submit an enrollment packet, which includes a release of records[1] and agreeing to and signing the Master Agreement. All students' continued enrollment shall depend upon them fulfilling the terms of the Master Agreement. Enrollment space will be based on need in the community and availability of qualified, trained credentialed teachers to serve as the teacher of record.

Recruiting and Admissions Cycle

The Charter School will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents/guardians, (3) an admissions application period, (4) an admissions lottery, if

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

necessary, and (5) enrollment. The Charter School may fill vacancies or openings that become available after this process using a waiting list created in accordance with the admissions lottery procedures specified in this charter.

Timeline for Recruiting and Enrollment

The Charter School will recruit and enroll students from areas from which they are legally allowed to recruit and enroll. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any region has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted region, with the exception of existing students, who are guaranteed admission in the following school year. In any year in which a random public drawing is not required because the number of applications does not exceed the Charter School's capacity, SOCS-K will admit all students who meet the admission and application requirements stated in the Charter. Applications for admission will be accessible on the Charter School's website.

Lottery – Public Random Drawing

In the event that the number of students seeking admission to any region exceeds capacity, a lottery will be held for the impacted regions, with the exception of existing students, who are guaranteed admission in the following school year. It will be completed in a physical or virtual public forum large enough to accommodate all those who wish to attend.

Once a student has been enrolled as a student at SOCS-K, they have the right to continue here until they have completed the highest grade we offer. Students who are currently enrolled at SOCS-K must re-commit for the following school year by the end of open enrollment by signing a Master Agreement for the following year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School;
2. Children of Charter School staff;
3. Students who have been previously enrolled in SOCS-K;
4. Residents of the District;
5. All other applicants.

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

The governing board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled by region by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each region in which there are fewer vacancies than students interested in attending. All lotteries shall take place on the same day in a single location. There is no weighted priority assigned to the preference categories; rather, within each region, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within

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

At the conclusion of the lottery, all students who were not granted admission due to capacity will be placed on a prospective student list in the order drawn. This list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a prospective student list carry over to the following school year.

Admission will not be based on prior student performance or admission testing. Post matriculation, various assessments may be administered to determine the student's readiness for the grade of entrance requirements or maintenance of said grade. These instruments aid in the development of individualized learning plans for students.

If SOCS-K receives applications after the open enrollment period and lottery and before the applicable school year has started, the Charter School will place students in the Charter School in the order the applications are received, if the Charter School has capacity to serve the students based on the students' county of residence.

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

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

ELEMENT 9: INDEPENDENT FINANCIAL AUDITS

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

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

The SOCSS governing board either directly, or through an audit committee it may form each fiscal year, shall oversee selection of an independent auditor and the completion of an annual audit of the Charter School's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment, and accounting practices, and will review the Charter School's internal controls.

To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the California Department of Education, and the State Controller by December 15 each year. The Charter School's audit committee will review any audit exceptions or deficiencies and report to the Charter School's governing board with recommendations on how to resolve them. The governing board will report to the District regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

ELEMENT 10: SUSPENSION/EXPULSION/INVOLUNTARY DISENROLLMENT PROCEDURES

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

- *(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present the pupil's side of the story.*
- *(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - *(I) Provide timely, written notice of the charges against the student and an explanation of the student's basic rights.*
  - *(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at 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.*
- *(iii) Contain a clear statement that 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 school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent 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 inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). – California Education Code Section 47605(c)(5)(J)*

Policy

This Suspension and Expulsion Policy has been established in order to promote learning, provide for the safety of students, staff, and visitors to SOCS-K and serve the best interests of students and their parents/guardians. In creating this policy, the Charter School reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows gives protections to Charter School students similar to those provided by Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as SOCS-K's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so

long as the amendments comport with legal requirements. SOCS-K staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. SOCS-K will develop a procedure for the periodic review and amendment of this Policy and, in particular, the lists of offenses for suspension or expulsion.

SOCS-K administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available upon request.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom SOCS-K has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. SOCS-K will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom SOCS-K has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Involuntary Disenrollment

No student shall be involuntarily disenrolled by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to disenroll the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or the student's educational rights holder of the basis for which the student is being involuntarily disenrolled and the student's right to request a hearing to challenge the involuntary disenrollment. If a parent/guardian, or educational rights holder requests a hearing, the Charter School shall provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. If the student's parent/guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be disenrolled until the Charter School issues a final decision.

SOCS-K has adopted an Attendance, Support, and Involuntary Disenrollment Policy. Pursuant to that policy, involuntary disenrollment may be recommended for violation of any of the following non-disciplinary school policies:

- Attendance

- Academic Integrity
- Civility
- Acceptable Use
- Satisfactory Educational Progress

Involuntary disenrollment may also be recommended for any of the following non-disciplinary reasons and consistent with state law:

- Student fails to complete all mandated school assessments.
- Failure to provide documentation and information to the school in order to record attendance in accordance with applicable laws.
- Failure to provide requested documentation for continued enrollment, such as proof of residency.
- Failure to attend and respond to school communications during the first ten (10) school days.

Students with IEPs and/or 504 plans may also be subject to involuntary disenrollments described in this policy. SOCS will comply with all applicable federal and state laws when a special education student is being considered for an involuntary disenrollment.

The procedures for involuntary disenrollment, including reengagement and the right to request a hearing prior to disenrollment are set forth in SOCS-K's Attendance, Support, and Involuntary disenrollment Policy.

Discipline Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self- defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11958, alcoholic beverages, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverages, or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property, which

includes, but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a student.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This section shall apply to students in any of grades 9 to 12, inclusive.
l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.
o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence,

as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

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

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

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

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

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

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

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

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendentor designee’s concurrence.

For a student subject to discipline under this section, the Superintendent may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the student's specific misbehavior.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
b) Brandishing a knife at another person.
c) Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 *et seq*.
d) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900(n).

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self- defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11958, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a student.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.
n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person

threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

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

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

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

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

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

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

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

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the

student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photographs or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

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

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

b) Brandishing a knife at another person.

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

d) Committing or attempting to commit a sexual assault or committing a sexual battery, as

defined in Education Code Section 48900(n).

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

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Procedures for Suspensions of Fewer than 10 days

Suspensions shall be initiated according to the following procedures:

1. Conference:

   Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or his/her designee with the student and his or her parent/guardian, and whenever practical, the teacher, supervisor or SOCS-K employee who referred the student to the Superintendent or designee.

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

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i).This conference shall be held within (2) two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with SOCS-K officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is

suspended, the parent/guardian shall be notified in writing of the suspension and the date and time the student may return to school following suspension. This notice shall state the specific offense committed by the student and include notice of any due process rights regarding suspension or expulsion. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The total number of days of suspension shall not exceed twenty (20) school days per year. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents/guardians, unless the student and the student's parents/guardians fail to attend the conference.

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

4. Homework Assignments During Suspension

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

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

D. Authority to Expel

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

E. Procedures for Expulsions or Suspensions of 10 Days or More

Students recommended for suspensions of 10 days or more (hereinafter referred to as "extended suspensions") or expulsions are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within a reasonable period of time after the Superintendent or designee recommends student for expulsion or an extended suspension.

The Superintendent or designee shall appoint a neutral hearing officer to preside over the hearing. The hearing officer may be an individual who is recognized as an educational leader in their community but is not employed by Charter School, or someone with previous experience as a neutral hearing officer, as determined in the sole discretion of the Superintendent or designee. The Superintendent or designee's decision to appoint a hearing officer is final.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. SOCS-K must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be

allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, SOCS-K must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion or extended suspension hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the hearing officer to expel must be supported by substantial evidence that the student committed an offense justifying expulsion or an extended suspension. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses if the hearing officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

I. Written Notice

The Superintendent or designee, following a decision of the hearing officer to expel or suspend a student for more than ten days, shall send written notice of the decision, including the hearing officer's findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) the parent/guardian's right to petition the governing board for an appeal.

The Superintendent or designee shall send a copy of the written notice of any decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. Petition to Appeal an Expulsion

The parent/guardian shall have the right to petition the Charter School governing board to reverse a decision to expel. The petition shall be made in writing within 10 calendar days of the written notice to expel and must at a minimum explain the reasons why the governing board should reverse the decision to expel and provide a description of all supporting facts.

Upon receipt of the petition, the governing board may:

1) deny the petition;
2) request more information from either party in the form of oral testimony to the governing board in a closed session or written responses;
3) instruct the Superintendent and/or designee to cure any procedural defects in the process, potentially including direction to conduct another hearing with a different hearing officer if necessary; or
4) reverse the decision to expel.

L. Expelled students/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from SOCS-K shall be given a rehabilitation plan upon expulsion as developed by the hearing officer at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to SOCS-K for readmission.

N. Readmission

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of SOCS-K's governing board following a meeting with the Superintendent or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to SOCS-K's governing board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon SOCS-K capacity at the time the student seeks readmission.

O. Notice to Teachers

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

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA
   SOCS-K will immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who SOCS-K or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward

meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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

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

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

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

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

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

4. Due Process Appeals
   The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SOCS-K if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute

provisions of the 504 Policy and Procedures.

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting:
The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services:
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if SOCS-K had knowledge that the

student was disabled before the behavior occurred.

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

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

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

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

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

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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

Faculty will participate in the federal social security system as required by law and will have access to their Charter School-sponsored retirement plans according to policies developed and adopted by the Board of Directors. The Board will determine by board action to participate in California's State Teachers' Retirement System ("STRS") or an Internal Revenue Code Section 403(b) plan or equivalent with employer contribution for its eligible staff, and plans to offer an Internal Revenue Code Section 403(b) plan with an employer contribution or other comparable benefits plan in conjunction with Social Security for all other staff. Teachers and staff may also have access to other school-sponsored retirement plans according to policies developed by the Charter School's governing board for Charter School employees. The Superintendent will be responsible for ensuring appropriate arrangements are made for the available employee retirement coverage.

If the governing board chooses STRS in accordance with Education Code Section 47611.3, the County shall create any reports required by STRS. At the County's request, the Charter School shall pay the County a reasonable fee for the provision of such services. SOCS-K retains the option for its governing board to choose to participate in STRS, Public Employees' Retirements System or Social Security depending upon employee eligibility and what the Board determines is in the best interest of the staff and the Charter School as a whole. This determination will be reflected in SOCS-K's personnel policies and employment handbook and will be presented to employees prior to their employment with the Charter School.

ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES

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

No student is required to attend SOCS-K. Students who do not attend the Charter School may attend school within their local school district of residence or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence.

Parents/guardians of each student enrolled in SOCS-K will be informed on admissions forms that the student has no right to admission in a particular school of any local educational agency as a consequence of enrollment at SOCS-K, except to the extent that such a right is offered by the local educational agency.

ELEMENT 13: RETURN RIGHTS DISTRICT EMPLOYEES

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

No public school district employee shall be required to work at the Charter School. Members of SOCS-K staff who leave employment in the District to work at SOCS-K shall not have any automatic rights of return to the District after employment by the Charter School, without prior consent specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Employees who were not previous employees of the District will not become employees of the District and will not have the right to employment within the District upon leaving the employment of Charter School.

District employees cannot be required to work at SOCS-K, nor can the District require the Charter School to hire District employees, with the exception of District employees provided to the Charter School as part of an agreement for services paid to the District by SOCS-K under a separately negotiated agreement or memorandum of understanding.

Charter School employees are not subject to District transfers without written consent of that employee.

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

ELEMENT 14: DISPUTE RESOLUTION

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

SOCS-K will adopt policies and processes for aiding and resolving internal and external disputes.

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the District as the Charter School's authorizer, (3) ensure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The staff and governing board members of SOCS-K and the Keppel Union School District agree to resolve all disputes regarding this charter pursuant to the terms of this section.

Disputes Arising From Within the School

Disputes over personnel discipline will not be covered by this dispute resolution process, and instead, will be resolved through the Charter School's personnel policies and procedures. SOCS-K shall maintain comprehensive personnel policies and procedures, approved by the SOCS-K governing board that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The Superintendent will resolve complaints and will administer any personnel discipline.

SOCS-K shall establish and provide a Uniform Complaint Policy and Procedures as required by state law. This procedure may be used to resolve internal disputes among parents/guardians, students, Board members, volunteers, and staff at the Charter School, and each shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District agrees to refer all complaints regarding the Charter School's operations to the SOCS-K Superintendent for resolution in accordance with the Charter School's adopted policies.

Disputes Between the Charter School and The District

In the event that Charter School and the District have disputes regarding the terms of this charter or any other issue regarding the Charter School, both parties agree to follow the process outlined below.

In the event of a dispute between the Charter School and the District, both parties agree to first frame the issue in writing ("Written Notification") and refer the issue to the District Superintendent and the Charter School's Superintendent, or their respective designees. In the event the District Superintendent believes the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SOCS-K requests that this shall be specifically noted in the Written Notification, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be

interpreted to impede or act as a prerequisite to the District's ability to proceed with the revocation procedures in accordance with Education Code Section 47607 and its implementing regulations.

a. **Meet and Confer**: Upon receipt of the Written Notification, the Charter School Superintendent and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, no later than five (5) business days from receipt of the Written Notification. In the event that this informal meeting is unsuccessful, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the Superintendent of the Charter School and attempt to resolve the dispute within fifteen (15) business days from receipt of the Written Notification.

b. **Mediation:** If the dispute cannot be resolved at the informal meet and confer or the joint meeting, the parties shall schedule a mediation to resolve the matter. The parties shall mediate in good faith. The mediator shall be selected by mutual agreement of the parties. Each party shall bear its own attorneys' fees, costs, and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall be held within 60 business days of receipt of the Written Notification.

If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School

ELEMENT 15: PROCEDURES FOR CLOSURE

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

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

In the event the Charter School closes, SOCS-K will promptly notify staff, parents/guardians and students of the Charter School, the District, the San Bernardino County Office of Education, the Charter School's SELPA, the retirement system in which the Charter School's employees participate, and the California Department of Education, in writing, as far in advance as possible. This notice shall include:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- The students' school districts of residence; and
- The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School. The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School. The Charter School website will provide links to resident school district enrollment/transfer procedures if these are published online (limited to the home districts of currently enrolled students).

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

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records, and will otherwise assist students in transferring to their next school. SOCS-K will maintain student records and personnel records for a term and in a manner consistent with applicable federal and state law. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

applicable law.

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

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

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

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

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

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. The governing board will allocate sufficient funding for, or otherwise determine how Charter School will fund these closure activities.

MISCELLANEOUS CHARTER PROVISIONS

1) Budgets

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

A financial plan for the Charter School, including a projected operational budget, cash flow, and financial projection for three years of operation, is attached as Exhibit D. This plan is based on the best data available to the petitioners at the time the plan was assembled.

2) Financial Reporting

Financial Systems and Processes

SOCS-K has an internal business and fiscal department that takes care of accounting and fiscal reporting The Charter School contracts with an accounting firm for statutory federal and state tax filing.

Financial Reports

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

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

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

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter will implement an attendance recording and accounting system which complies with

state law and the District's requirements.

The Charter anticipates applying for the Charter School Revolving Loan Fund. If it does so, SOCS-K understands that it must comply with Education Code Section 41365 if it receives funds.

SOCS-K will be a direct-funded charter school and anticipates depositing its funds in a non-speculative and federally insured bank account for use by the Charter School.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

3) Insurance

Insurance Certificates

SOCS-K shall keep on file certificates signed by an authorized representative of the Charter School's insurance carrier. The District reserves the right to require complete certified copies of the required insurance policies. Required insurance includes Commercial General Liability, Commercial Auto Liability, Worker's Compensation, Property and Fire, and Errors and Omissions. All insurance requirements are specified in the MOU between SOCS-K and the District.

Optional Insurance

Should SOCS-K deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

4) Administrative Services

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

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

Pursuant to California law, the District will be required to provide certain oversight duties, including monitoring Charter School and student performance data, reviewing the Charter School's financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter amendments and renewal requests.

SOCS-K will coordinate with the County Office of Education to report pertinent STRS payroll data if STRS is used. The County Office of Education may request a reasonable fee for coordinating this transfer of data. The Charter School shall maintain its own health and benefits by contracting with

an insurance broker or similar third party to enroll in appropriate health and wellness insurance plans (e.g., Kaiser, Blue Cross, Cigna, etc.).

5) Facilities

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

The Charter School is operated in an independent study environment. As such, minimal facility usage is required. SOCS-K maintains a central administrative office wherein important student and personnel records are maintained. The central office is located at 1473 Ford Street, STE 105, Redlands CA 92373. This location is used for administrative purposes and other similar types of activities. In addition to a central administrative office, SOCS-K will maintain a central warehouse to facilitate the in and outbound logistics of student curriculum, technology, and supplies. Many of our programs meet either virtually or in mutually agreed upon public locations every twenty days with no resource center needed. SOCS-K shall ensure that any other resource center, meeting space, or other satellite facility established by the Charter School shall be in compliance with all applicable requirements of Education Code Section 47605.1.

6) Transportation

As an independent study program, SOCS-K does not provide any home to school or school to home transportation services; however, SOCS-K will ensure that students with IEPs that require such transportation services receive them. SOCS-K may occasionally arrange for public, rented or parental transportation for field trip-type excursions and learning opportunities.

7) Potential Civil Liability Effects

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

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

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

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

The Charter School intends to maintain liability, property, and errors and omissions insurance as outlined above to protect the Charter School's assets, staff, governing board members, and, where appropriate, the district from unforeseen liability. Minimum insurance amounts shall be determined by recommendation of the Charter School's insurance broker for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

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

8) Financial Management and School Services Contracts

Financial Management

SOCS-K's Superintendent will be responsible for overseeing the Charter School under policies adopted by SOCS-K's governing board. As described further below, the Charter School may contract with a back office provider and a student information systems software for certain of its operational, administrative, and financial services.

The back office provider and student information system used shall demonstrate a track record of experience with virtual/independent study public schools, and will meet the Charter School's service needs based on mandatory state data tracking and reporting requirements.

Material Contracts

SOCS-K may contract the following material agreements for services:

- An agreement for payroll processing services.
- An agreement for accounting and tax services.
- An agreement with an independent financial auditor that meets the certification and licensure requirements for conducting an independent financial audit of California public schools.
    - This agreement will be made upon terms and conditions that are standard for the industry and will ensure a legally compliant annual audit of SOCS-K's finances.
- An agreement for curriculum with Edgenuity, or another state approved curriculum, to supply SOCS-K's online instructional program.
- An agreement with approved vendors to supply curriculum for the home school program.
- An agreement for student information systems with School Pathways or another high quality student information system.
- An agreement for back office services
- An agreement for an interactive online meeting space with Blackboard Collaborative.
- An agreement for Tech Support for faculty and students.
- An agreement for Website design and maintenance.
- Any other Agreement for systems or software to facilitate the operations of SOCS-K.

GENERAL PROVISIONS OF THE PROPOSED CHARTER

Term

The term of this Charter shall be July 1, 2024 – June 30, 2029. This Charter may be renewed for one or more subsequent terms between five (5) and seven (7) years, in accordance with Education Code Sections 47607 and 47607.2, upon mutual agreement of the parties.

Revisions

Material revisions of this Charter may be made in writing with the mutual consent of the District and the SOCS-K governing board. Material revisions shall be made pursuant to the standards, criteria, and timelines set forth in Education Code Sections 47605 and 47607.

Miscellaneous

The Charter School intends to enter into a mutually agreeable MOU with the Keppel Union School District, which outlines further details of the relationship between the District and the Charter School. The MOU may include, but not be limited to, the following:

- transportation and food services to be provided by the District, if any
- services to be purchased by the Charter School from the District, and the fee schedule for such services
- details of the oversight and monitoring relationship between the Charter School and the District
- mutual indemnification from loss
- cash advances to handle cash flow issues, if necessary
- Charter School's receipt of mandated cost reimbursement
- fiscal reporting requirements to the state, either independently or through the District
- District support for the Charter School in seeking additional funding

Communication and Notices

All official communication between the Charter School and the District will be sent via first class mail or other appropriate means to the Charter School Superintendent and the Superintendent of the District.