



Sage Oak Charter Schools

Regular Meeting of the Board of Directors

Published on August 4, 2022 at 5:39 PM PDT

Date and Time

Monday August 8, 2022 at 1:30 PM PDT

MISSION STATEMENT

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.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Sage Oak Charter Schools.

Agenda

	Purpose	Presenter	Time
I. Opening Items			1:30 PM
A. Record Attendance		Board President	1 m
Roll Call:			

	Purpose	Presenter	Time
William Hall, President Michael Humphrey, Vice President Steve Fraire, Clerk Susan Houle, Member Peter Matz, Member			
B. Call the Meeting to Order		Board President	1 m
C. Approve Minutes	Approve Minutes	Board President	1 m
Minutes of the Regular Board meeting that was held on June 23, 2022 Minutes of the Special Board meeting that was held on July 21, 2022			
Roll Call Vote: William Hall Michael Humphrey Steve Fraire Susan Houle Peter Matz Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

II. Approve/Adopt Agenda

III. Board Governance

1:33 PM

A. Approval of Resolution No. 2022-8-8 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361	Vote	Board President	1 m
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It is recommended the Board approve Resolution No. 2022-8-8 authorizing continued use of remote teleconferencing provisions pursuant to AB 361 and Government Code section 54953.

Option 1

BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safety in person.

Option 2

BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.

Roll Call Vote:

William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Peter Matz

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

IV. Public Comment - Closed Session

	Purpose	Presenter	Time
The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under section Public Comments/Recognition/Reports.			

V. Adjourn to Closed Session

The Board will consider and may act on any of the Closed Session matters.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

VI. Closed Session

Conference with Legal Counsel - Existing Litigation (Gov. Code Section 54956.9(d)(1)). One Case. Case Name: Student v. Sage Oak, Office of Administrative Hearings (OAH) Case No. 2021090160 - Amendment to Settlement Agreement

Public Employee Discipline/Dismissal/Release/Reassignment/Resignation/Nonreelection Pursuant to Government Codes 54954.5(e), and 54957

VII. Reconvene Regular Meeting

VIII. Pledge of Allegiance

IX. Public Comments/Regconition/Reports

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

X. Correspondence/Proposals/Reports

1:34 PM

- | | | | |
|--|---------|------------------|-----|
| A. School Highlights, Presented by Krista Woodgrift, Superintendent of Schools and CEO | Discuss | Krista Woodgrift | 5 m |
| B. Board Meeting Start Times for 2022-23, Presented by Kurt Madden, Board Consultant | Discuss | Kurt Madden | 5 m |

XI. Consent

1:44 PM

Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent upon the request of any member of the Board, discussed, and acted upon separately.

	Purpose	Presenter	Time
A. Consent - Business Financial/Services	Vote		1 m
<ol style="list-style-type: none"> 1. Check Register - June 2022 2. Check Register - July 2022 3. Ratification of Renewal of Property and Casualty Insurance Policies Provided by Bolton & Company 4. Ratification of Managed Methods Renewal Quote 5. Ratification of 2022-23 School Pathways Canvas Bridge Quotes for Helendale (#1885), Warner (#2051), and Keppel (#1886) 6. Ratification of Online Purchasing System (OPS) Change Order-OPS 22, Staples Customization 2022-23 for Helendale (#1885), Warner (#2051), and Keppel (#1886) 7. Approval of Community Provider (CP) and/or Education Material Resource Provider (EMRP) Agreement Revisions 			
B. Consent - Education Student/Services	Vote		1 m
<ol style="list-style-type: none"> 1. Approval of Sage Oak Charter Schools Parent and Student Handbook Revisions 2. Approval of Sage Oak Overnight Field Trip: Catalina Island Marine Institute 3. Approval of Title I School Parent Compact 2022-23 Revisions 			
C. Consent - Personnel Services	Vote		1 m
<ol style="list-style-type: none"> 1. Approval of Certificated Personnel Report 2. Approval of Classified Personnel Report 3. Approval of Job Descriptions 4. Approval of 2022-23 Employee Handbook Revisions 			
D. Consent - Policy Development	Vote	Board President	1 m
<p>Approval of existing board policies revised, reviewed, and eliminated by staff for the 2022-23 school year.</p> <p>Board Policies: Revised The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.</p> <p>1000 Series - Educational Services SO-1010 Civility Policy SO-1020 Field Trip Policy SO-1035 Access to Public Records</p> <p>5000 Series - Student Services SO-5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy</p> <p>6000 Series - Instruction SO-6005 Parent and Family Engagement Policy SO-6010 Independent Study Policy SO-6025 504 Policy SO-6030 Education for Foster and Mobile Youth Policy SO-6040 Local Assessment Policy SO-6050 Virtual Proctoring Policy SO-6055 Educational Activity Policy SO-6060 Formal Assessments Policy SO-6070 SPED Independent Educational Evaluations</p>			

	Purpose	Presenter	Time
SO-6075 SPED Certificate of Completion			
SO-6115 Attendance, Support, and Involuntary Removal Policy			
SO-6120 Virtual Meeting Policy			
SO-6125 Report Card Policy			
SO-6150 Intervention Policy			

Board Policies: Revoked
 The following are current policies which are no longer applicable and should therefore be revoked.

6000 Series - Instruction
 SO-6065 SPED Pin Process for Missed Services

Items listed under Consent are considered routine and will be approved/adopted by a single motion.

Roll Call Vote:
 William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Peter Matz
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XII. Education Student/Services

1:48 PM

A. Approval of Sage Oak Charter Schools English Learner (EL) Master Plan 2022-23 Vote Kristin Aschbrenner 5 m

It is recommended the Board approve the Sage Oak Charter Schools English Learner (EL) Master Plan 2022-23 for Sage Oak Charter Schools, Helendale (#1885), Keppel (#1886), and Warner (#2051).

Fiscal Impact: None.

Roll Call Vote:
 William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Peter Matz
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

B. Approval of Sage Oak Charter Schools Local Indicator Reports Vote Carrie Gerry 5 m

It is recommended the Board approve the Sage Oak Charter Schools Local Indicator Reports for Sage Oak Charter Schools, Helendale (#1885), Keppel (#1886), and Warner (#2051).

Fiscal Impact: None.

Roll Call Vote:
 William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Peter Matz
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

Purpose Presenter Time

XIII. Personnel Services **1:58 PM**

A. Approval of Revision to Salary Schedules for 2022-23 Vote Candice Coffey 5 m

It is recommended the Board approve the revisions to the Salary Schedules for 2022-23 for Sage Oak Charter Schools, Helendale (#1885), Keppel (#1886), and Warner (#2051).

Fiscal Impact:
 Sage Oak Charter Schools - Helendale (#1885) \$477,402
 Sage Oak Charter Schools - Keppel (#1886) \$32,396
 Sage Oak Charter Schools - Warner (#2051) \$53,337

Roll Call Vote:
 William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Peter Matz
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIV. Policy Development **2:03 PM**

A. Approval to Amend Board Policy 9250-SO Remuneration, Reimbursement and Other Benefits - Monthly Compensation Rate for 2022-23 Vote Kurt Madden 5 m

It is recommended the Board take action to establish the compensation rate for the 2022-23 school year.

Fiscal Impact: Amount not to exceed \$6000.00

Roll Call Vote:
 William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Peter Matz
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XV. Calendar

The next scheduled meeting will be held virtually on September 8, 2022.

XVI. Board Comments

XVII. CEO Comments

XVIII. Closing Items **2:08 PM**

A. Adjourn Meeting Vote Board President 1 m

Roll Call Vote:
 William Hall

	Purpose	Presenter	Time
Michael Humphrey			
Steve Fraire			
Susan Houle			
Peter Matz			
Moved by _____	Seconded by _____	Ayes _____	Nays _____ Absent _____

FOR MORE INFORMATION

For more information concerning this agenda, contact
Sage Oak Charter Schools.

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes - SAGE OAK 6.23.22.pdf Minutes - SOCS Special Board Meeting 7.21.22 (1).pdf

SAGE OAK CHARTER SCHOOLS
Regular Meeting of the Board of Directors
Virtual/Zoom Conferencing



Minutes

Thursday, June 23, 2022
Regular Meeting Begins at 8:40 a.m.

The meeting will be held virtually.
Join by telephone or via Zoom conferencing link below:
Dial In: 1-669-900-9128
Meeting ID: 816 9583 0165
Join URL: <https://us06web.zoom.us/j/81695830165>

1. CALL TO ORDER AND ROLL CALL

Time: 8:40 a.m.

1.1. Roll Call

William Hall	President	<i>Present</i>
Michael Humphrey	Vice President	<i>Present</i>
Steve Fraire	Clerk	<i>Present</i>
Susan Houle	Member	<i>Absent for Roll Call</i>
Peter Matz	Member	<i>Present</i>

2. APPROVE/ADOPT AGENDA

It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of June 23, 2022.

Moved by MHumphrey

Seconded by SHoule

Roll Call Vote:

Ayes Nays Abstained Absent

William Hall

X

Michael Humphrey

X

Steve Fraire

X

Susan Houle

X

Peter Matz

X

Motion carried unanimously, 5-0.

3. PLEDGE OF ALLEGIANCE

Led by: *William Hall*

4. PUBLIC COMMENTS/RECOGNITION/REPORTS

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

There were no public comments.

5. CONSENT CALENDAR

Items listed under Consent Calendar are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Calendar upon the request of any member of the Board, discussed, and acted upon separately.

Consent Calendar - Board Meeting Minutes & Calendar

5.1. Minutes of the Regular Board meeting that was held on June 16, 2022

5.2. Approval of 2022-23 Board Meeting Calendar

Consent Calendar - Business/Financial Services

5.3. Ratification of 2022-23 Order Form No. 2 for Clever IDM Service

Moved by PMatz

Seconded by SHoule

Roll Call Vote:

Ayes Nays Abstained Absent

William Hall

X

Michael Humphrey

X

Steve Fraire

X

Susan Houle

X

Peter Matz

X

Motion carried unanimously, 5-0.

6. BUSINESS/FINANCIAL SERVICES

6.1. (Action) Budget Adoption 2022-23

It is recommended the Board adopt the budget for Sage Oak Charter Schools for the 2022-23 school year.

- a. 2022-23 July Budget - Sage Oak Charter Schools
- b. 2022-23 LCFF Budget Overview for Parents (Helendale)
- c. 2022-23 LCFF Budget Overview for Parents (Keppel)
- d. 2022-23 LCFF Budget Overview for Parents (Warner)
- e. Education Protection Account (Helendale)
- f. Education Protection Account (Keppel)
- g. Education Protection Account (Warner)

Moved by MHumphrey	Seconded by SHoule
<u>Roll Call Vote:</u>	<u>Ayes</u> <u>Nays</u> <u>Abstained</u> <u>Absent</u>
William Hall	X
Michael Humphrey	X
Steve Fraire	X
Susan Houle	X
Peter Matz	X

Motion carried unanimously, 5-0.

7. EDUCATION/STUDENT SERVICES

7.1. (Action) Approval of Local Control & Accountability Plan (LCAP) 2022-23

It is recommended the Board approve the LCAP for Sage Oak Charter Schools for the 2022-23 school year.

- a. 2022-23 LCAP Plan Summary (Helendale)
- b. 2022-23 LCAP Plan Summary (Keppel)
- c. 2022-23 LCAP Plan Summary (Warner)

Moved by SHoule	Seconded by PMatz
<u>Roll Call Vote:</u>	<u>Ayes</u> <u>Nays</u> <u>Abstained</u> <u>Absent</u>
William Hall	X
Michael Humphrey	X
Steve Fraire	X
Susan Houle	X
Peter Matz	X

Motion carried unanimously, 5-0.

8. CALENDAR

The next scheduled meeting will be held virtually on August 8, 2022.

9. BOARD COMMENTS

The Board thanked the staff for a great job, saying it was a tough year in some ways, but a joyful year in many other ways. They said they understand all of SOCS' hard work, by having walked in their shoes before and knowing what kind of work it takes behind the scenes in preparation of the LCAP

and Budget. They said they are proud to be on their board. They will look forward to next year. Thank you.

10. CEO COMMENTS

Krista Woodgrift, CEO said it has been a wonderful year. She thanked her team for all of the collaboration, and the Board for their support. She is excited for the next school year and for all of the exciting things ahead. Have a wonderful summer. Thank you.

11. ADJOURNMENT

The Regular meeting of the Board of Directors adjourned at 8:51 a.m.

Moved by SHoule

Seconded by PMatz

Roll Call Vote:

Ayes Nays Abstained Absent

William Hall

X

Michael Humphrey

X

Steve Fraire

X

Susan Houle

X

Peter Matz

X

Motion carried unanimously, 5-0.

Signed:

Signed:

William Hall

President, Governing Board

Steve Fraire

Clerk, Governing Board

SAGE OAK CHARTER SCHOOLS
Special Meeting of the Board of Directors
Virtual/Zoom Conferencing



Minutes

Thursday, July 21, 2022
Special Board Meeting Begins at 9:30 a.m.
Closed Session Begins at 9:35 a.m.

The meeting will be held virtually.
Join by telephone or via Zoom conferencing link below:

Dial In: 1-669-900-9128

Meeting ID: ~~930-9927-1793~~
925 6510 2895

Join URL: ~~<https://cal-pacs-org.zoom.us/j/93099271793>~~
<https://cal-pacs-org.zoom.us/j/92565102895>

1. CALL TO ORDER AND ROLL CALL

Time: 9:42 a.m.

1.1. Roll Call

William Hall	President	<i>Present</i>
Michael Humphrey	Vice President	<i>Present</i>
Steve Fraire	Clerk	<i>Present</i>
Susan Houle	Member	<i>Present</i>
Peter Matz	Member	<i>Present</i>

2. APPROVE/ADOPT AGENDA

It is recommended the Board of Directors adopt as presented, the agenda for the Special Board meeting of July 21, 2022.

Moved by SHoule

Seconded by SFraire

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
William Hall	X			
Michael Humphrey	X			
Steve Fraire	X			
Susan Houle	X			

Peter Matz X

Motion carried unanimously, 5-0.

3. PUBLIC COMMENT - CLOSED SESSION

The public has a right to comment on any items of the closed session agenda.

4. ADJOURN TO CLOSED SESSION

Time: 9:43 a.m.

The Board will consider and may act on any of the Closed Session matters listed in Agenda Item 5.0.

Moved by SHoule Seconded by SFraire

Roll Call Vote: Ayes Nays Abstained Absent

William Hall X

Michael Humphrey X

Steve Fraire X

Susan Houle X

Peter Matz X

Motion carried unanimously, 5-0.

5. CLOSED SESSION

Conference with Legal Counsel – Existing Litigation (Gov. Code section 54956.9)
Lares v. The Collaborative Charter Services Organization, et al.

6. RECONVENE MEETING

Time: 9:49 a.m.

William Hall, President reported out “no action was taken during the closed session.”

7. ADJOURNMENT

The special meeting of the Board of Directors adjourned at 9:50 a.m.

Moved by SHoule Seconded by MHumphrey

Roll Call Vote: Ayes Nays Abstained Absent

William Hall X

Michael Humphrey X

Steve Fraire X

Susan Houle X

Peter Matz X

Motion carried unanimously, 5-0.

Signed:

Signed:

William Hall
President, Governing Board

Steve Fraire
Clerk, Governing Board

Coversheet

Approval of Resolution No. 2022-8-8 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

Section: III. Board Governance
Item: A. Approval of Resolution No. 2022-8-8 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361
Purpose: Vote
Submitted by:
Related Material:
AMENDED-SOCS Resolution-re-authorizing-AB-361_8.8.22.docx (1).pdf

BACKGROUND:

In response to the COVID-19 Pandemic, Governor Newsom signed AB 361 into law, permitting public agencies to continue conducting meetings remotely in the following circumstances:

1. There is a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; or
2. There is a proclaimed state of emergency, and the local agency's meeting is for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or
3. There is a proclaimed state of emergency, and the local agency has determined, by majority vote, that as a result of the emergency meeting in person would present an imminent risk to the health or safety of attendees.

RECOMMENDATION:

It is recommended the Board adopt Resolution 2022-8-8, to make a finding that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for Sage Oak Charter Schools Board of Directors to conduct meetings virtually/remotely.

Fiscal Impact: None.



**RESOLUTION RECOGNIZING A STATE OF EMERGENCY AND RE-AUTHORIZING
TELECONFERENCED MEETINGS PURSUANT TO AB 361**

SAGE OAK CHARTER SCHOOLS GOVERNING BOARD

RESOLUTION NO. 2022-8-8

WHEREAS, in response to the novel coronavirus ("COVID-19") pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act ("Brown Act") were followed; and

WHEREAS, on Sept. 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, on October 7, 2021, the governing board of the Sage Oak Charter Schools Board of Directors passed Resolution 2021-10-7 pursuant to AB 361, and

WHEREAS, AB 361 requires governing boards to make findings every 30 days that the board has reconsidered the circumstances of the State of Emergency and that either the State of Emergency continues to directly impact the ability of the members to meet safely in person, or state or local officials continue to impose or recommend measures to promote social distancing; and

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the governing board of the Sage Oak Charter Schools Board of Directors recognizes that a State of Emergency in the State of California continues to exist due to the COVID-19 pandemic.

[OPTION 1] BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safety in person.

[OPTION 2] BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.

BE IT FURTHER RESOLVED, the governing board of the Sage Oak Charter Schools Board of Directors authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

Adopted this 8th day of the month of August in 2022.

AYES

NOES

ABSENT

ABSTAIN

Signed:

Signed:

William Hall
President, Governing Board

Steve Fraire
Clerk, Governing Board

Coversheet

School Highlights, Presented by Krista Woodgrift, Superintendent of Schools and CEO

Section: X. Correspondence/Proposals/Reports
Item: A. School Highlights, Presented by Krista Woodgrift,
Superintendent of Schools and CEO
Purpose: Discuss
Submitted by:
Related Material: July 2022 - Board Updates Newsletter pdf.pdf



SAGE OAK BOARD UPDATES

JULY 2022

SAGE OAK SCHOOL-WIDE GOAL

Sage Oak 2022-23 School Theme

Sage Oak has selected the theme of *Future World Changers* for the 2022-23 school year. This theme will guide students to focus on how they can make small impacts that help shape the world around them. The Student Services Department is working on a visual concept, taglines, a student planner for all students, and ways to incorporate this theme into student and staff activities each month.



Third Option Similarity Training

Sage Oak will continue our diversity and inclusion efforts through the Third Option program which offers language on how to approach conversations and focuses our attention on similarities rather than differences. Five Sage Oak staff members have begun their training to become facilitators and will provide Sage Oak staff members with Third Option Diversity training sessions throughout the school year.

Sage Oak Charter School: 3,111
Sage Oak Charter School- South: 353
Sage Oak Charter School- Keppel: 395
Total Enrollment: 3,859

OPERATIONS & ACCOUNTABILITY

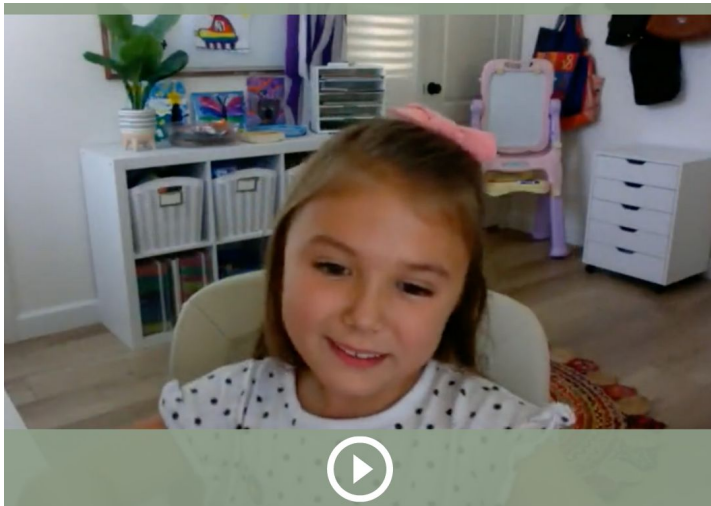
Summer School

Summer school is underway!

In high school, students are working to complete their credit recovery courses.

Our K-8th grade students are utilizing their summer bridge workbooks and watching lessons on the Branch Out Canvas course to sharpen their skills over the summer.

Students have the opportunity to participate in weekly live art lessons with Tiffany Webster, Summer School Coordinator. They can also create drawings by following tutorials and applying various techniques to customize them and are able to connect and share videos to show off their artwork through Flipgrid.



Summer Sage News

Sage Oak families also receive weekly summer updates and additional student activities through our Summer Sage News.



[Click here](#) to view our most recent Summer Sage News.

OPERATIONS & ACCOUNTABILITY CONT.

Assessment

The California Assessment of Student Performance and Progress (CAASPP) and iReady results are in for the 2021-22 school year and we are pleased with the results. While we are not able to view statewide data to compare our students to other schools yet, our Parsec data representative who represents nearly all non-classroom based schools in the state shared that Sage Oak is a shining light among their clients. We are looking forward to sharing the data with the board in depth once more information is available.

HUMAN RESOURCES

Staffing Update

We have filled 79 positions for the 2022-23 school year and currently have 34 new hires participating in our onboarding process.

The hiring team is currently recruiting for several positions, including:

- 3 Personalized Learning Teachers
- 1 Accounting Manager
- 12 Paraprofessionals

Sage Oak hosted its first virtual career fair this July and has 50 attendees! We have already hired two teachers that attended the event. With this successful career fair, the hiring team plans to host several virtual fairs early in the recruitment season in the coming years to attract top talent to Sage Oak.

EDUCATION SERVICES

Curriculum and Instruction

We are excited to grow the community and events team with three new event managers: Laura Rosenkranz, Nayeli Reyes, and Andrea Dennistoun.

Laura has been serving as a Sage Oak Education Advisor (EA) and Test Site Coordinator for the past four years and we are excited to bring her to the Education Services Department.

Nayeli has been an educator for 11 years and recently served as a high school teacher and Associated Student Body (ASB) Coordinator for a Los Angeles charter school.

Andrea brings an extensive background in both corporate event planning and teaching. We are excited to welcome these new managers to the team!



Meet our new [Community and Events team](#).

Event planning is well underway for our in-person 2022 Staff Summit on August 22nd and 23rd in Brea, California. This event is being planned by the Community and Engagement team in collaboration with Student Services. Our goal is to create a baseline of systems, operations, and budgets to ensure a successful event this year and in the future.

Event planning is also well underway for our virtual 2022 Parent Summit. We are trying a new approach this year by splitting the Parent Summit into two parts. Part one will take place on August 26th with a focus on the curriculum. Part two will take place on September 23rd with a focus on teaching strategies. Presentations will be made by Sage Oak leadership and teachers. Tiffany Webster, Lead Coordinator, Community & Engagement, will also be hosting a "coffee talk" session with our educational partners to solicit feedback on ideas for field trips, events, Sage Stage, and other engagement opportunities.

In addition, we are also planning destination opportunities for our high school students, including overnight field trips to Catalina Island, Washington D.C., Philadelphia, as well as a day trip to Sacramento.

Advanced Learning Program (ALPs)

In an effort to identify talented and gifted students, ALPs will be offering Otis-Lennon School Ability Test (OLSAT-8) testing this fall to all 3rd-grade students who are interested. In addition, the program will expand the talented and gifted qualifying status to high school students who have earned a 3.5 grade point average (GPA) and who have completed at least two University of California (UC) transferable college classes with an "A" grade.

STUDENT SERVICES



Counseling Program

The counseling department welcomes Coral Prendergast, TK-12 School Counselor. Coral previously worked for the Perris Union High School District and has 18 years of experience as a school counselor. Coral is passionate about helping students through difficult seasons in their lives and giving them hope for their futures. We are excited about the expertise she brings to Sage Oak and her passion for serving our students, families, and school teams.

STUDENT SERVICES CONT.

Oakschool

We have been hard at work creating our Oakschool courses and are excited for students to start enrolling this month! We currently have 45 class offerings for TK-5th grades and 35 class offerings for 6th-8th grade.

Here is a sneak peek at some of them!



Oh, Snap! Photography & Stop Motion

Action! Learn and create your own stop-motion animations through the art of capturing movement and motion. Students will learn how to stage shots, develop interesting camera angles and create their very own animation story through stop motion technology.

Fiction Addiction

In this class, students will immerse themselves in award-winning novels and then complete engaging activities that focus on comprehension, vocabulary, and reflective skills. Adventure is just a page away!



May the Force Be With You: Physics

Are you using the force for good or for evil? Find out what force is behind some objects that fall to the ground and others keep moving.

Students will apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena.

Minecraft Math

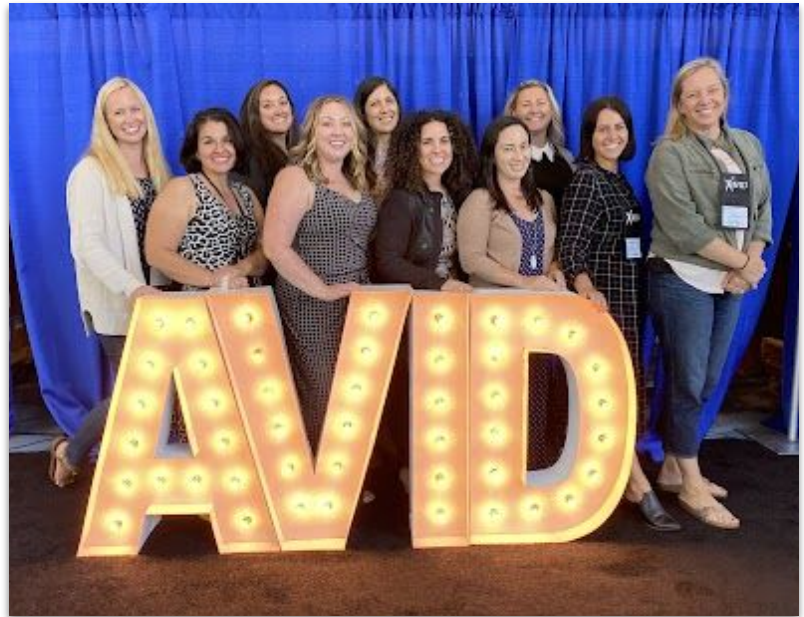
Do you love Minecraft? In this class, students will engage with foundational arithmetic through Minecraft blocks and build, as well as reinforce basic shapes within their creations in the Minecraft world.



STUDENT SERVICES CONT.

TK-12 Virtual Learning Academy (VLA)

All of the VLA teachers attended the Advancement Via Individual Determination (AVID) conference in Anaheim at the end of June! It was a fun-filled and informative experience where we collaborated as a team, evaluated our program, and set goals for the upcoming year. We are looking forward to presenting some of the writing, inquiry, collaboration, organization, and reading (WICOR) strategies to our Personalized Learning Academy (PLA) teachers at the Staff Summit in August and embedding more college and career activities and events throughout the upcoming school year!



Our Virtual Learning Academy is growing this upcoming 2022-23 school year! With that growth, we are dedicated to providing more learning opportunities to our students and look forward to hosting at least one field trip or meet-up with a special guest per month in order to continue to foster the partnership we have with families and provide a place for students to connect in person!

SPECIAL EDUCATION

In preparation for continued growth in the Special Education Department, we have been exploring programs that our teachers and related services providers can use in order to track services and utilize data collection tools as a form of progress monitoring for students' individualized education program (IEP) goals.

Compliance and Reporting

The California Longitudinal Pupil Achievement Data System (CALPAD) reports for special education were recently released and are due on August 26th. Janelle Goltara, Special Education Liaison, and Rachel Hatch, Lead Coordinator, Operations, will be working together to ensure we are error-free.

BUSINESS SERVICES



Budget and Finance

The Accounting, Budget, And Finance team has completed and submitted the 2022-23 fiscal year budget for board approval with a revenue surplus. The team is also working with new software called Edstruments to give Sage Oak department budget owners their real-time budget snapshot and help the fiscal build out our federal and state-mandated reporting.

The Accounting team has processed 736 invoices which totaled \$656,559.74.

The Accounting, Budget, and Finance team wants to formally welcome our new Director of Fiscal Services, Habib Tahmas.



Information Technology (IT)

The Technology Department is implementing a new asset management and help desk system for the 2022-23 school year to better track Sage Oak's tech inventory. With this system, the team will have access to a more detailed device and user data, be able to quickly access historical data, and resolve help desk tickets more efficiently.

Our team can also create visual reports that can help us, and other educational partners, understand and analyze the types of support tickets we receive.

In the past month, we also implemented a new Google Workspace backup and recovery system to better protect Sage Oak's data. Data backups within the organization now automatically occur three times daily across all of our key apps: Gmail, Calendar, Contacts, Google Drive, and Team Drives. Since the beginning of July, we have backed up 571,216 items totaling over 140 gigabytes (GB) of data. This system also guards our data from potential Google Workspace outages and attacks from ransomware.

We are in the process of interviewing candidates for the Information Technology (IT) Clerk position and expect to have a decision made by the first week of August.

BUSINESS SERVICES CONT.

Community Provider Services

This month, the Community Provider Services team successfully enrolled 86% of its providers into electronic payment (ACH) and is pushing to enroll the remaining providers.



They also completed the latest [summer vendor newsletter](#) and distributed it at the beginning of August. This newsletter highlights ACH, the Stampli vendor portal, provider compliance, and important school dates.

Additionally, the department has thoroughly updated the provider information and provider search tool on Sage Oak's website, successfully uploaded 530 W-9 forms into Sage Intacct while verifying all payee and taxpayer identification numbers (TIN), and updated the terms and conditions of the school's provider packet for board approval to reflect the live scan procedure for the 2022-23 school year.

Lastly, the team welcomed Gizella Tavaréz, the new Community Provider Technician and is working closely with her to ensure she receives the training and support needed to be successful in her position.

Business Services –Purchasing Order and Support

The online purchasing system (OPS) purchasing software successfully rolled over the necessary information from the previous school year to the 2022-23 school year.

A Staples PunchOut integration is underway. This will improve the ordering experience for Sage Oak families and teachers and optimize processing Staples' POs.

Sage Oak's Lending Library reopened this month to allow families to purchase select returned curricula from Sage Oak for a small shipping and handling fee. Sage Oak will also host materials return and donation events in mid-August for teachers to return curriculum that they no longer need so we can donate it to our families.

Alyssa Villa, Business Services Technician, started on June 27th and has been working hard to get up to speed with the rest of the team to provide quality support during the upcoming school year.

PROFESSIONAL DEVELOPMENT

Student Services

Traci King, High School Principal, attended the Small School Districts' Association (SSDA)- 2022 Superintendents' & High School Leaders' Summit from July 10th-12th. The new summer summit offered three professional development tracks for specialized training including for high school leaders. Topics included: leadership at the high school level, self-care leadership, disaster & emergency resources, high school culture, discipline, and social-emotional learning and more.

PROFESSIONAL DEVELOPMENT CONT.**Student Services cont.**

On July 11th Traci also attended a webinar by Young, Minney & Corr LLP (YM &C) Critical Update: 2022 Education Omnibus Budget Trailer Bill. This session provided understanding about the legal, financial, and practical impact of AB 181 on charter schools.

Erin Bunch, Director of Student Services and Theresa Tedesco, Assistant Director of Student Services/MTSS attended the Orange County Department of Education (OCDE) California's Multi-Tiered System of Support (CA MTSS) 2022 Professional Learning Institute from July 13th-14th. The focus was on supporting the adults in the system and the needs of the whole child by leveraging the CA MTSS framework to meet the academic, behavioral and social-emotional and mental health needs of our youth.

Eight members of the High School Department attended Advancement Via Individual Determination (AVID) training in San Diego from July 25th-28th where they learned about AVID strategies and collaborated on ways to integrate them into the high school AVID 9 course and program-wide to support student learning and achievement.

On July 27th Jamee Block, Director of Education Services and Traci King, High School Principal attended YM & C: To Williams, or Not To Williams, That Is the Question.

During this session they reviewed criteria for making the California Department of Education's "Williams List" which recently began to impact charter schools. Topics also included the connection between AB 599 and the historic Eliezer Williams v. State of California case and subsequent legislation commonly referred to as the Williams Act.

**Education Services**

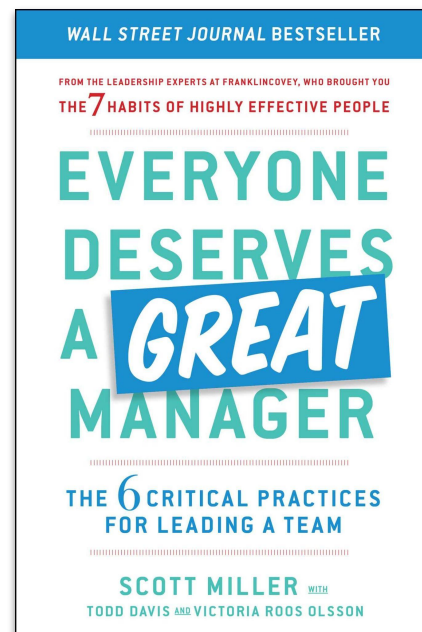
On July 27th-29th Erin Havrilesky, Lead Coordinator, Accelerated Learning Program and Supports attended California Association for the Gifted (CAG) Summer Institute Conference. CAG provided sessions from pedagogy experts on how to incorporate instructional practices in the classroom for diverse gifted and advanced students

PROFESSIONAL DEVELOPMENT

Operations And Accountability

The Operations and Accountability Department is finishing up the book, *Everyone Deserves a Great Manager*. For their professional development this year, each leader is going to create an individualized professional development plan and share their learning with the group at quarterly professional development meetings.

On July 18th Rachel Hatch, Lead Coordinator of Operations, attended the School Pathways Loader Training. The training focused on the "loader" function housed within the student information system (SIS) that enables mass uploading of information. Specifically, the training focused on creation of staff employment records en masse to reduce bottlenecks caused during hiring season and its impact on placing students on incoming teacher rosters.



Special Education

The teachers are all off for the month of July and, the administrative team has been working on refining our training modules and developing a new teacher training presentation with activities as we look forward to welcoming teachers back on August 1st.

Human Resources

Michelle Bannister, Human Resources Manager and Yvette Quillopo, Lead Coordinator of Employee Relations facilitated part I of FRISK Leadership training for the leadership team in the month of July. The FRISK® Leadership Training Program is a proven communication framework for successfully remediating performance problems and developing legally defensible documentation when discipline is necessary.

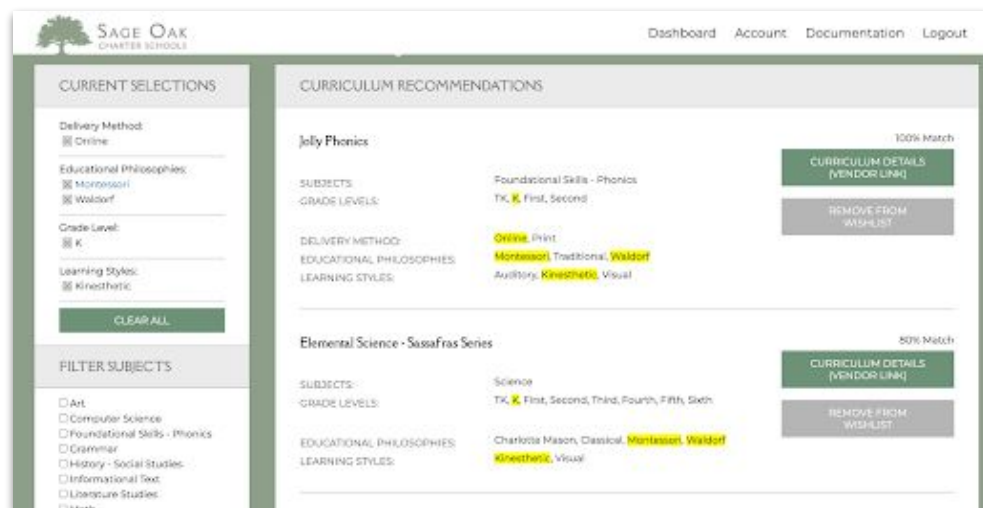
The Human Resources Lead Coordinators attended a manager training series in June and will be working on developing internal training for Sage Oak managers.

Several Human Resources Managers will be attending Title IX training as well. The purpose of the training is to explain the Title IX regulations and the actual procedures for processing a Title IX complaint from the intake stage through to a disciplinary recommendation, if any.

LOOKING AHEAD

→ **Student Services:** We have completed nearly all of our hiring and have just a few remaining teaching positions to fill. On August 2nd, all new teaching staff will participate in a new teacher orientation day in Redlands.

→ **Education Services:** Education Services will launch the highly anticipated Interactive Curriculum Guide. This interactive support will aid parents in the search for Sage Oak-approved and recommended curriculum options in all subjects, based on multiple components, including student learning style and educational philosophy.



[Click here](#) to view a teaser video of our interactive curriculum guide.

→ **Human Resources:** We will be welcoming our new staff members in August by hosting two in-person onboarding sessions at the Redlands office! We are also preparing for the training we will provide during the August Summit which includes the Third Option Diversity training and the Leadership 101 training.

→ **Operations & Accountability:** We received notice from the state that virtual California Assessment of Student Performance and Progress (CAASPP) will be happening this school year, so at this time we are training our team for iReady, English Language Proficiency Assessments for California (ELPAC), and remote CAASPP testing.

→ **Business Services:** The team is working on a revised budget given the enacted budget for California signed by Governor Newsom. Additionally, we are working to close fiscal 2021-22 and produce unaudited actuals (UA's) to be presented to the board in September.

→ **Special Education:** The special education and student Services leadership team will be attending an all-day special education legal training presented by Debbie Cesario, from Hatch and Cesario.

Coversheet

Consent - Business Financial/Services

Section: XI. Consent
Item: A. Consent - Business Financial/Services
Purpose: Vote

Submitted by:

Related Material:

Sage Oak Check Register, June 2022.pdf
Sage Oak Check Register, July 2022.pdf
BUS 8.8.22 Ratification of Renewal of Property and Casualty Insurance Policies
Provided by Bolton & Company pdf.pdf
Bolton Sage_Oak_2022_Proposal.pdf
BUS 8.8.22 Approval of Managed Methods Renewal Quote pdf.pdf
Manage Methods Revised Sage Oak Charter School (CA)- 12 Month Renewal - July22
(copy)signed.pdf
BUS 8.8.22 OPS Change Order-OPS 22 Customization 2022-23 pdf.pdf
OPS Change Order- OPS 22 Staples Customization 2022-23.pdf
BUS 8.8.22 Approval of 2022-23 School Pathways Canvas Bridge Quotes pdf.pdf
Sage Oak SB Canvas Bridge SP Quote (9.1.2022-8.31.2023) - signed 7.6.2022 (2).pdf
Sage Oak South Canvas Bridge SP Quote (9.1.2022-8.31.2023) - signed 7.6.2022
(2).pdf
Sage Oak Keppel Canvas Bridge SP Quote (9.1.2022-8.31.2023) - signed 7.6.2022
(2).pdf
BUS 8.8.22 Community Provider (CP) and Educational Material Resource Provider
(EMRP)Agreementpdf.pdf
Community Provider (CP) and Educational Material Resource Provider
(EMRP)Agreement.pdf.pdf
Redline Community Provider (CP) and Educational Material Resource Provider(EMRP)
Agreement..pdf

Sage Oak Charter Schools Check Register

Date	Payee	Document No	Amount Cleared
Bank: SD County Treasury - San Diego County Treasury		Account No: 54552	
06/03/2022	SAND008--Admin - San Diego County Office of Education	A004635	39,943.06 In Transit
	Total for SD County Treasury		<u>39,943.06</u>
Bank: CHASE 6016 - Chase Bank		Account No: 917716016	
06/02/2022	EMPL0000--Employee Separation or Payment Errors	001126	1,991.93 06/30/2022
06/07/2022	CHLIC0001--Cigna Health & Life Insurance Company	001127	80,362.00 06/30/2022
06/08/2022	ALACPL0001--ADMIN - Los Angeles County - Public Library	001128	85.00 06/30/2022
06/08/2022	ALACPL0001--ADMIN - Los Angeles County - Public Library	Voided - 001118	(85.00) 06/30/2022
06/08/2022	ANCH000--Anchor Counseling & Education Solutions, LLC	134003882	1,677.50 06/30/2022
06/08/2022	PEDI000--SPED - Pediatric Therapy Associates	134003925	1,571.80 06/30/2022
06/08/2022	EPS-000--EPS - Educators Publishing Service Literacy and In	134003885	898.52 06/30/2022
06/08/2022	BIGL000--EIDENS, INC.	134003894	804.38 In Transit
06/08/2022	SYLV002--Sylvan Learning - Claremont	134003931	1,044.00 06/30/2022
06/08/2022	JEFF002--Jeff Speakman New Breed Martial Arts Lake Ar-rowhea	134003903	904.00 In Transit
06/08/2022	CHAR003--Charter Oak Gymnastics Inc	134003915	768.50 In Transit
06/08/2022	MYED000--MyEduCrate	134003891	327.22 06/30/2022
06/08/2022	LITT004--Little Justice Leaders, LLC	134003905	51.92 06/30/2022
06/08/2022	OAKM000--Oak Meadow Inc.	134003874	9,227.29 06/30/2022
06/08/2022	SYLV009--Sylvan Learning - Redlands	134003924	1,044.00 06/30/2022
06/08/2022	HOME000--Home Science Tools	134003911	738.62 06/30/2022
06/08/2022	PAND000--Pandia Press, Inc.	134003922	563.38 06/30/2022
06/08/2022	SYLV011--Sylvan Learning Center - Riverside	134003904	464.00 06/30/2022
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06/08/2022	DRAW002--Drawn2Art - Glendora (formerly Kids Art)	134003912	100.00 06/30/2022
06/08/2022	SW00001--Stacy Walker	134003898	6.00 06/30/2022
06/08/2022	PART000--SPED - Partners in Special Education	134003884	3,835.00 06/30/2022
06/08/2022	VENT003--Ventura Music School	134003875	260.00 In Transit
06/08/2022	HOOV000--Hooves of Laguna Springs	134003895	105.00 06/30/2022
06/08/2022	FSC0001--ADMIN - FilingSupplies.com	134003888	6,955.50 06/30/2022
06/08/2022	SUNT000--Admin - Suntex International / First in Math	134003913	3,200.00 06/30/2022
06/08/2022	PLAY001--Play-based Learning Academy, LLC - Chino Hills	134003890	7,415.79 In Transit
06/08/2022	TERR000--Terra Arts Foundation	134003930	5,725.75 06/30/2022
06/08/2022	C3CL000--C3 Classes	134003918	360.00 06/30/2022
06/08/2022	STUD000--Studies Weekly	134003881	356.92 06/30/2022
06/08/2022	MOXI001--Moxie Box Art - EMR	134003929	35.12 06/30/2022
06/08/2022	UNIV002--University of Redlands Community School of Music	134003899	722.50 06/30/2022
06/08/2022	MEMO000--Memoria Press Inc	134003926	418.72 06/30/2022
06/08/2022	SOCA003--SoCal STEM	134003883	402.99 06/30/2022
06/08/2022	HANNA000--Hannah Heis	134003876	220.00 06/30/2022
06/08/2022	LSN001--Admin - LifeSigns Now	134003907	156.00 06/30/2022
06/08/2022	JOST000--Josten's	134003889	799.18 06/30/2022
06/08/2022	GRAC001--Gracie Barra Corona	134003892	715.80 06/30/2022
06/08/2022	FOXH000--Fox Haven Farm	134003927	200.00 06/30/2022
06/08/2022	SPEC000--Specialized Therapy Services	134003919	4,326.05 06/30/2022
06/08/2022	WESP000--We Spark Learning	134003887	1,578.14 06/30/2022
06/08/2022	IVYK000--Ivy Kids LLC	134003893	273.65 06/30/2022
06/08/2022	CODY000--Fun Sculpting For Kids	134003886	180.00 06/30/2022
06/08/2022	LEAR002--Learning A-Z	134003909	45,714.00 06/30/2022
06/08/2022	FRON217--Frontier Communications	134003921	626.04 06/30/2022
06/08/2022	SMAL000--ADMIN - Small School Districts Association - SSDA	134003896	550.00 In Transit
06/08/2022	EH0001--Erin Hunt	134003877	44.53 06/30/2022
06/08/2022	ANI0001--ADMIN - Newsela, Inc	134003928	63,550.00 06/30/2022
06/08/2022	ADT0000--ADMIN - ADT US Holdings, Inc	134003900	667.68 06/30/2022
06/08/2022	WEND000--Wendy Cleaning Services	134003906	405.00 06/30/2022
06/08/2022	CLFTC10001--Canyon Lake Farm Training Center, INC	134003923	240.00 06/30/2022
06/08/2022	CAND001--Candice Coffey	134003901	109.00 06/30/2022
06/08/2022	VN0001--Vong Nguyen	134003897	30.00 06/30/2022
06/08/2022	STEP000--Stephanie Gomarko	134003878	30.00 06/30/2022
06/08/2022	SSTOC0001--SPED - Small Talk OC	134003917	225.00 06/30/2022
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06/08/2022	NS0001--Natalie Sanger	134003902	30.00 06/30/2022
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06/08/2022	RANC001--Rancho Simi Recreation and Park District	134003916	196.00 06/30/2022
06/08/2022	ZDLC0001--Zuleima De La Cruz	134003910	13.34 06/30/2022
06/08/2022	SW0001--Sara Whitehead	134003914	27.40 06/30/2022
06/08/2022	ASPI000--Aspire Art Studios	134003866	551.50 06/30/2022
06/08/2022	DDSL000--Sylvan Learning - Rancho Cucamonga	134003857	522.00 06/30/2022

Sage Oak Charter Schools Check Register

Date	Payee	Document No	Amount Cleared
06/08/2022	ART000--Art & Design Studio of Janna Geary	134003871	378.00 06/30/2022
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06/08/2022	TOUC000--TouchMath Acquisition LLC	134003856	85.04 06/30/2022
06/08/2022	IVYK000--Ivy Kids LLC	134003867	79.90 06/30/2022
06/08/2022	ARTW002--Art With Susan Tierney	20134003538	75.00 06/30/2022
06/08/2022	STUD000--Studies Weekly	134003864	64.54 06/30/2022
06/08/2022	MEMO000--Memoria Press Inc	134003861	36.48 06/30/2022
06/08/2022	JACK000--JacKris Publishing, LLC	134003869	23.99 06/30/2022
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06/08/2022	STAP000--Staples *	20134003529	3,852.63 06/30/2022
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06/08/2022	EXPL000--Explorer Field Trips *	20134003520	900.00 06/30/2022
06/08/2022	USKO000--USKO	20134003545	897.00 06/30/2022
06/08/2022	EMHS000--EMH Sports USA INC	20134003556	680.00 06/30/2022
06/08/2022	CRAF000--Crafty School Crates	20134003534	630.13 06/30/2022
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06/08/2022	CSO000--The Collaborative Charter Services Organization	20134003557	390,406.35 06/30/2022
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06/08/2022	ETHO000--Ethos Jiu Jitsu	20134003543	340.00 06/30/2022
06/08/2022	MYED000--MyEduCrate	134003859	327.22 06/30/2022
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06/08/2022	HOME002--Homeschool Buyers Co-op	20134003525	113.36 06/30/2022
06/08/2022	LOGI001--Logic of English, Inc	20134003547	108.72 06/30/2022
06/08/2022	CLUB001--Club Z! Tutoring	20134003521	75.00 06/30/2022
06/08/2022	EVAN000--Evan-Moor	20134003536	19.37 06/30/2022
06/08/2022	AMAZ000--Amazon	20134003524	22,583.90 06/30/2022
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06/08/2022	TEAC006--Teachers Pay Teachers	20134003532	172.83 06/30/2022
06/08/2022	LSMPK0001--LoveSetMatch - Phillip Kim	20134003542	1,800.00 06/30/2022
06/08/2022	CURI000--Curiosity Chronicles	20134003535	409.96 06/30/2022
06/08/2022	BRAV000--Brave Writer	20134003533	199.00 06/30/2022
06/08/2022	OFFI000--Office Depot *	20134003537	124.03 06/30/2022
06/08/2022	THIN003--Think Outside LLC	20134003546	115.05 06/30/2022
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06/09/2022	JACK000--JacKris Publishing, LLC	134003935	84.91 06/30/2022
06/09/2022	MOXI001--Moxie Box Art - EMR	134003936	80.97 06/30/2022
06/09/2022	BONN000--Bonnie Culotta	134003933	855.00 06/30/2022
06/09/2022	LECL000--Le Club Gymnastics - West Gymnastics Center	134003937	369.47 In Transit
06/09/2022	MYED000--MyEduCrate	134003932	327.22 06/30/2022
06/09/2022	PAND000--Pandia Press, Inc.	134003934	321.44 06/30/2022
06/09/2022	EPS-000--EPS - Educators Publishing Service Literacy and In	134003938	281.67 06/30/2022
06/09/2022	LAKE001--Lakeshore Learning Materials	20134003578	7,730.33 06/30/2022
06/09/2022	AMSL0001--Airshine Music School LLC	20134003567	874.25 06/30/2022
06/09/2022	EAT2000--eat2explore	20134003656	606.35 06/30/2022
06/09/2022	MCRU000--McRuffy Press, LLC	20134003685	260.30 06/30/2022
06/09/2022	TALK002--TalkBox.Mom, Inc.	20134003588	258.60 06/30/2022
06/09/2022	ALIS005--Vahan Aslanyan	20134003592	170.00 06/30/2022
06/09/2022	MOVI000--Moving Beyond the Page	20134003681	9,871.36 06/30/2022
06/09/2022	AAA10001--ADMIN - Adventure Associates, Inc.	20134003675	8,100.00 06/30/2022

Sage Oak Charter Schools Check Register

Date	Payee	Document No	Amount Cleared
06/09/2022	ALLA000--All About Learning Press, Inc	20134003593	1,582.11 06/30/2022
06/09/2022	LANG003--Language Door, Inc.	20134003606	640.00 06/30/2022
06/09/2022	LITL000--Lit League	20134003568	391.84 06/30/2022
06/09/2022	MELS000--Mel Science	20134003626	368.23 06/30/2022
06/09/2022	SI0001--Superabilitee, Inc.	20134003680	135.00 06/30/2022
06/09/2022	TINK002--Tinkering Labs	20134003623	76.68 06/30/2022
06/09/2022	LOGI001--Logic of English, Inc	20134003587	70.05 06/30/2022
06/09/2022	HART000--Hart Academy of Dance, Inc.	20134003669	62.00 06/30/2022
06/09/2022	CHRI003--Christine Charley	20134003663	50.00 06/30/2022
06/09/2022	LATU000--La Tulipe Cooking Studio LLC	20134003678	50.00 06/30/2022
06/09/2022	ML0001--Mary Longbottom	20134003605	45.00 06/30/2022
06/09/2022	SING002--Sing 'n Speak Spanish	20134003629	18.78 06/30/2022
06/09/2022	LU0001--Learning Unbound	20134003637	12.90 06/30/2022
06/09/2022	VALV000--Valverde School of Performing Arts	20134003574	938.00 06/30/2022
06/09/2022	BEAC000--Beachside Crossfit	20134003617	636.00 06/30/2022
06/09/2022	JOHN000--John Henny Music Academy	20134003676	555.00 06/30/2022
06/09/2022	BAWKB0001--Bat-Academy with Kristin Batman	20134003565	537.00 06/30/2022
06/09/2022	NEUT000--Neutral Grounds BJJ Academy	20134003621	503.40 06/30/2022
06/09/2022	OWLC000--Owlcrate Enterprises Inc	20134003643	502.12 06/30/2022
06/09/2022	QUAL000--Quality Science Labs, LLC	20134003595	390.38 06/30/2022
06/09/2022	KUMO009--Kumon of Westchester	20134003589	306.25 06/30/2022
06/09/2022	BEVE000--English Language Arts with Beverly Ann Yocky	20134003659	305.00 06/30/2022
06/09/2022	BEAU000--Beautiful Feet Books, Inc.	20134003677	284.92 06/30/2022
06/09/2022	CODE000--Code Ninjas - Rancho Bernardo	20134003640	225.00 06/30/2022
06/09/2022	ARTO001--Art of Problem Solving (AoPS)	20134003679	212.40 06/30/2022
06/09/2022	ROKM000--Rok Music Academy of Long Beach	20134003649	170.00 06/30/2022
06/09/2022	EDUC002--Education.com Holdings, Inc.	20134003635	150.00 06/30/2022
06/09/2022	MYTE000--MYTEK LAB	20134003625	147.00 06/30/2022
06/09/2022	CLAS002--Classical Learning Resource Center	20134003630	3,894.20 06/30/2022
06/09/2022	EVER000--EverWild	20134003645	2,410.60 06/30/2022
06/09/2022	EXPL000--Explorer Field Trips *	20134003632	1,630.00 06/30/2022
06/09/2022	SAMA001--Art and Wilderness Institute	20134003660	1,392.80 06/30/2022
06/09/2022	CELE001--Celeste Haueter	20134003661	1,275.00 06/30/2022
06/09/2022	MISS002--Miss Karen's Piano Studio	20134003585	825.00 06/30/2022
06/09/2022	WINN000--Winner's Gymnastics	20134003566	660.00 06/30/2022
06/09/2022	CHIL002--Children's Music Academy- Ventura	20134003609	645.00 06/30/2022
06/09/2022	INSP004--Inspired By Kingston	20134003642	442.50 06/30/2022
06/09/2022	KELL002--Kelly Saldivar Performance Horses	20134003658	440.00 06/30/2022
06/09/2022	MATH017--Mathnasium of Pasadena	20134003668	425.00 06/30/2022
06/09/2022	EES0001--Everbloom Educational Services	20134003633	200.00 06/30/2022
06/09/2022	LEGO000--Lego Education *	20134003561	1,258.26 06/30/2022
06/09/2022	FILM000--Film School 4 Teens	20134003581	995.00 06/30/2022
06/09/2022	THOU001--Gracie Morumbi Academy	20134003647	717.00 06/30/2022
06/09/2022	AMAN000--Amanda Holiday	20134003601	495.00 06/30/2022
06/09/2022	BARN000--Barnes and Noble *	20134003584	283.87 06/30/2022
06/09/2022	WOND000--Wonder Crate	20134003622	187.60 06/30/2022
06/09/2022	ACAD003--Academy 831	20134003607	112.00 06/30/2022
06/09/2022	NOON001--Noonan Family Swim School - San Diego	20134003683	105.00 06/30/2022
06/09/2022	REAL003--Real2Reel Kids	20134003580	250.00 06/30/2022
06/09/2022	NMFY0001--Newport Mesa Family YMCA	20134003628	140.00 06/30/2022
06/09/2022	AE00011--ADMIN - Edstruments	20134003667	3,609.17 06/30/2022
06/09/2022	M3CR000--M3 Creative Academy	20134003579	2,812.99 06/30/2022
06/09/2022	SING000--Singapore Math Inc.	20134003648	2,539.53 06/30/2022
06/09/2022	BLAC000--Blackbird & Company	20134003611	1,916.02 06/30/2022
06/09/2022	DANC008--Dance FX	20134003646	1,800.00 06/30/2022
06/09/2022	INST000--Institute for Excellence in Writing	20134003604	1,692.19 06/30/2022
06/09/2022	NATE000--Nate and Alice Music Studio	20134003570	960.00 06/30/2022
06/09/2022	AGIL000--Agility Kids	20134003603	707.90 06/30/2022
06/09/2022	HOME002--Homeschool Buyers Co-op	20134003602	295.57 06/30/2022
06/09/2022	ACTI000--Right Start Math	20134003657	289.53 06/30/2022
06/09/2022	ENCO001--Encore Dance Studio LLC	20134003562	257.52 06/30/2022
06/09/2022	PARE001--ParentingEQ	20134003597	241.60 06/30/2022
06/09/2022	ACAD008--Academy Swim Club - Valencia	20134003577	198.00 06/30/2022
06/09/2022	TWEL000--Twelve Little Tales	20134003636	152.25 06/30/2022
06/09/2022	BEAU003--Beaumont Music Centre	20134003662	4,455.00 06/30/2022
06/09/2022	HIST000--History Unboxed LLC	20134003650	1,343.04 06/30/2022
06/09/2022	CARS000--Carson Dellosa Publishing LLC	20134003563	866.53 06/30/2022
06/09/2022	CCE0001--Clear Compass Equestrian	20134003590	330.00 06/30/2022
06/09/2022	KUMO010--Kumon Math and Reading Center of Cerritos	20134003618	320.00 06/30/2022
06/09/2022	BOOK001--Booklandia	20134003687	264.09 06/30/2022
06/09/2022	CURI000--Curiosity Chronicles	20134003665	200.00 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/09/2022	GIGI000--GIGIL, LLC	20134003614	175.50 06/30/2022
06/09/2022	ARTI000--Artistic Pursuits, Inc	20134003576	117.99 06/30/2022
06/09/2022	ELEV001--Elevated Martial Arts and Fitness	20134003655	105.00 06/30/2022
06/09/2022	ARTS000--Arts Attack	20134003571	84.11 06/30/2022
06/09/2022	KIDS009--Kidstir LLC	20134003673	52.18 06/30/2022
06/09/2022	SCHO000--Scholastic Store Online, The	20134003569	29.06 06/30/2022
06/09/2022	KIWI000--KiwiCo (Formerly Kiwi Crate)	20134003619	3,081.86 06/30/2022
06/09/2022	LSMPK0001--LoveSetMatch - Phillip Kim	20134003654	720.00 06/30/2022
06/09/2022	INLA001--Inland Empire Tae Kwon Do Academy	20134003586	615.00 06/30/2022
06/09/2022	TEAC006--Teachers Pay Teachers	20134003594	570.69 06/30/2022
06/09/2022	AMAZ000--Amazon	20134003559	50,642.71 06/30/2022
06/09/2022	PEAC000--Peace Hill Press * (Well Trained Mind Press)	20134003573	31.15 06/30/2022
06/09/2022	APPL000--Apple Education Inc *	20134003644	14,364.63 06/30/2022
06/09/2022	STAP000--Staples *	20134003616	10,319.55 06/30/2022
06/09/2022	REDL002--Redlands Gymnastics Club	20134003608	2,844.00 06/30/2022
06/09/2022	JERE000--Jeremy Burgan, Music Instruction	20134003638	1,155.00 06/30/2022
06/09/2022	DEAN000--De Angelo's Music	20134003670	720.00 06/30/2022
06/09/2022	DREW000--Drews Art Box LLC	20134003652	425.00 06/30/2022
06/09/2022	MART002--Martial Way, The	20134003631	330.00 06/30/2022
06/09/2022	JILL000--Jill Sturkie	20134003671	270.00 06/30/2022
06/09/2022	CALI006--California Climbing School	20134003613	240.00 06/30/2022
06/09/2022	GIRL000--Girls Can! Crate	20134003583	154.80 06/30/2022
06/09/2022	APLU002--A+ IN HOME TUTORS	20134003684	4,567.99 06/30/2022
06/09/2022	BOOK000--BookShark	20134003612	4,458.33 06/30/2022
06/09/2022	LITT002--Little Passports	20134003596	607.32 06/30/2022
06/09/2022	GREE001--Green Kid Crafts	20134003651	356.05 06/30/2022
06/09/2022	VDC0001--Vento Dance Company	20134003634	270.00 06/30/2022
06/09/2022	CELE000--Celebration Education	20134003564	210.00 06/30/2022
06/09/2022	ESSE000--Essentials in Writing	20134003639	164.10 06/30/2022
06/09/2022	VISU000--Visualize World Geography	20134003599	107.66 06/30/2022
06/09/2022	BURB001--Burbank Music Academy	20134003624	60.00 06/30/2022
06/09/2022	PPSC000--Paul, Plevin, Sullivan & Connaughton LLP	20134003686	371.00 06/30/2022
06/09/2022	BRAV000--Brave Writer	20134003664	223.80 06/30/2022
06/09/2022	ARTO000--Art-One World / Many Views	20134003575	220.00 06/30/2022
06/09/2022	lana000--Lana Gadea	20134003641	9.75 06/30/2022
06/09/2022	MCCO000--McColgan & Associates INC	20134003598	8,010.40 06/30/2022
06/09/2022	EXCEL00--Excel Academy	20134003610	1,660.45 06/30/2022
06/09/2022	RAIN003--Rainbow Resource Center	20134003560	22,402.15 06/30/2022
06/09/2022	APPL003--Applied Music Studio, LLC	20134003672	1,430.00 06/30/2022
06/09/2022	OFFI000--Office Depot *	20134003653	988.63 06/30/2022
06/09/2022	EVAN000--Evan-Moor	20134003600	699.98 06/30/2022
06/09/2022	HOUS000--Alli Jo's Swim School	20134003682	400.00 06/30/2022
06/09/2022	SCHO005--Schools First - 403b/457b Plans	20134003615	28,058.17 06/30/2022
06/09/2022	ARWI0001--Admin - Reality Works Inc	20134003674	27,439.65 06/30/2022
06/09/2022	THIN003--Think Outside LLC	20134003620	588.80 06/30/2022
06/09/2022	CFCH0001--CrossFit Chino Hills	20134003572	229.98 06/30/2022
06/09/2022	CRAF000--Crafty School Crates	20134003666	3,268.29 06/30/2022
06/09/2022	BLUE002--Blue Tent Online	20134003627	225.87 06/30/2022
06/10/2022	EMPL0000--Employee Separation or Payment Errors	001129	2,394.06 06/30/2022
06/10/2022	ACAD008--Academy Swim Club - Valencia	20134003693	247.50 06/30/2022
06/10/2022	STAP000--Staples *	20134003713	223.89 06/30/2022
06/10/2022	SING000--Singapore Math Inc.	20134003704	162.70 06/30/2022
06/10/2022	INST000--Institute for Excellence in Writing	20134003706	130.88 06/30/2022
06/10/2022	ELEM000--Elemental Science Inc.	20134003712	119.89 06/30/2022
06/10/2022	CRAF000--Crafty School Crates	20134003688	101.14 06/30/2022
06/10/2022	LOGI001--Logic of English, Inc	20134003696	82.68 06/30/2022
06/10/2022	M3CR000--M3 Creative Academy	20134003702	80.00 06/30/2022
06/10/2022	CARS000--Carson Dellosa Publishing LLC	20134003714	59.17 06/30/2022
06/10/2022	LATU000--La Tulipe Cooking Studio LLC	20134003692	50.00 06/30/2022
06/10/2022	TEAC006--Teachers Pay Teachers	20134003695	32.94 06/30/2022
06/10/2022	EVAN000--Evan-Moor	20134003715	32.30 06/30/2022
06/10/2022	AMAZ000--Amazon	20134003716	3,840.09 06/30/2022
06/10/2022	VP0001--Village Playgarden	20134003700	1,771.00 06/30/2022
06/10/2022	BLOS000--Blossom Hill Ranch	20134003705	1,663.00 06/30/2022
06/10/2022	TAKE000--Take a Step into Reading with Mrs. Tremper	20134003691	1,320.00 06/30/2022
06/10/2022	NUES000--Nuestra Escuelita Spanish Academy	20134003711	1,183.00 06/30/2022
06/10/2022	APPL000--Apple Education Inc *	20134003698	983.45 06/30/2022
06/10/2022	BODY000--BODYNAMICS	20134003707	952.00 06/30/2022
06/10/2022	MCGR000--McGraw-Hill School Education LLC	20134003717	785.97 06/30/2022
06/10/2022	RAIN003--Rainbow Resource Center	20134003697	613.47 06/30/2022
06/10/2022	HOME007--Home School Coaches	20134003710	597.50 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/10/2022	MOVI000--Moving Beyond the Page	20134003709	557.76 06/30/2022
06/10/2022	ATRE000--A Tree of Knowledge Tutoring	20134003708	400.00 06/30/2022
06/10/2022	JUDE000--Start ASL	20134003689	299.00 06/30/2022
06/10/2022	ALLA000--All About Learning Press, Inc	20134003701	274.86 06/30/2022
06/10/2022	HOPE000--Hope Ranch, LLC	20134003699	270.00 06/30/2022
06/10/2022	LG0001--Lanterns Global	20134003703	1,224.61 06/30/2022
06/10/2022	IRMA000--Irma D. Salcido	20134003690	245.00 06/30/2022
06/10/2022	OWLC000--Owlcrate Enterprises Inc	20134003694	120.68 06/30/2022
06/14/2022	EMPL0000--Employee Separation or Payment Errors	001130	2,413.95 06/30/2022
06/14/2022	GPII0001--Gymnastics Olympica USA, Inc	134003980	100.00 In Transit
06/14/2022	MOXI001--Moxie Box Art - EMR	134003946	80.97 In Transit
06/14/2022	WATE002--Waterworks Aquatics Carlsbad	134003981	186.00 In Transit
06/14/2022	EDWE000--Ed West	134003941	233.50 06/30/2022
06/14/2022	INST002--Institute of Art Music and Science	134003960	210.00 06/30/2022
06/14/2022	GETM000--Get Mathy	134003945	197.00 06/30/2022
06/14/2022	YAMA000--Yamaha Music Academy of Fountain Valley	134003967	196.00 In Transit
06/14/2022	WILD000--Wild About Art	134003959	534.33 06/30/2022
06/14/2022	DELA000--Delano Athletica Gymnastics	134003976	490.00 06/30/2022
06/14/2022	ERIC005--Lessons with Eric	134003951	422.50 In Transit
06/14/2022	C3CL000--C3 Classes	134003977	400.00 06/30/2022
06/14/2022	DJSM0001--Dave Janssen's School of Music LLC	134003952	350.00 In Transit
06/14/2022	KATE000--Kate Rubke-Foxworth	134003961	340.00 06/30/2022
06/14/2022	JEFF001--Jeff Speakman New Breed Martial Arts Hesperia	134003940	340.00 In Transit
06/14/2022	GSES0001--Golden Star Educational Services (GSES)	134003971	910.00 06/30/2022
06/14/2022	HOME009--HomeGrown Writers	134003962	735.00 06/30/2022
06/14/2022	CRTS0001--Canty Rune Training Stables	134003953	715.00 06/30/2022
06/14/2022	GYMN000--GymnastiKids, Inc	134003974	643.75 06/30/2022
06/14/2022	CLAR001--Claremont Club, The	134003965	6,227.25 In Transit
06/14/2022	UPS000--ADMIN - UPS	134003957	2,562.78 06/30/2022
06/14/2022	CORN001--SPED - Cornerstone Educational Solutions	134003939	1,650.00 06/30/2022
06/14/2022	FIRE001--Firestorm Freerunning & Acrobatics	134003958	1,850.00 In Transit
06/14/2022	WATE005--Waterworks Aquatics Pasadena	134003944	1,482.76 In Transit
06/14/2022	WATE004--Waterworks Aquatics Irvine	134003955	1,360.00 In Transit
06/14/2022	S4H0001--Success 4 Hoopz	134003948	769.50 06/30/2022
06/14/2022	LAGU000--Laguna Fencing Center	134003975	720.00 In Transit
06/14/2022	LSN001--Admin - LifeSigns Now	134003973	156.00 06/30/2022
06/14/2022	KL0001--Karin Leonard	134003943	64.00 06/30/2022
06/14/2022	LAHA001--La Habra Music Center	134003978	288.00 06/30/2022
06/14/2022	MATH019--Mathnasium of Redondo Beach	134003964	2,032.67 06/30/2022
06/14/2022	ARTH000--Art House Fullerton, The	134003966	1,990.00 In Transit
06/14/2022	ASHL000--Compassionate Tutoring	134003982	1,865.00 06/30/2022
06/14/2022	MART000--Martha Edith Zittel	134003954	950.00 06/30/2022
06/14/2022	CLEA002--British Swim School	134003970	824.50 In Transit
06/14/2022	ELCA000--El Camino Ranch LLC	134003979	16,400.00 06/30/2022
06/14/2022	PREC001--Precision Gymnastics	134003947	2,334.00 In Transit
06/14/2022	SETH000--Kaser Arts	134003972	1,584.50 06/30/2022
06/14/2022	WATE003--Waterworks Aquatics Huntington Beach	134003963	345.00 In Transit
06/14/2022	LORI001--Lorie Suntree	134003949	338.85 06/30/2022
06/14/2022	LAHA000--La Habra Yamaha Music School	134003969	314.00 06/30/2022
06/14/2022	STUD000--Studies Weekly	134003968	129.68 06/30/2022
06/14/2022	MAUR000--Admin - Mauricio Arambula	134003950	435.26 06/30/2022
06/14/2022	CONN000--Connection (prev. Gov Connection)	134003956	8,972.86 06/30/2022
06/14/2022	MEMO000--Memoria Press Inc	134003942	36.99 06/30/2022
06/15/2022	PROC000--ADMIN - Procopio, Cory, Hargreaves & Savitch LLP	134004005	105.00 06/30/2022
06/15/2022	AKM0001--ADMIN - Konica Minolta	134003997	249.20 06/30/2022
06/15/2022	YONG000--Yong-in Martial Arts	134003996	229.00 06/30/2022
06/15/2022	MILL001--Milligan Productions	134003989	189.00 In Transit
06/15/2022	VALE001--Valerie G. Marich	134004020	179.00 In Transit
06/15/2022	SONY000--Sonya Nelson	134004013	140.00 06/30/2022
06/15/2022	GETM000--Get Mathy	134004006	137.00 06/30/2022
06/15/2022	NOEL000--Noelle Catiller Voice Studio	134003999	130.00 06/30/2022
06/15/2022	SHAR003--Lake Arrowhead School of Dance	134004010	550.00 In Transit
06/15/2022	CREA003--Creating New Pathways	134003985	480.00 In Transit
06/15/2022	TOPB000--Top Billing Entertainment	134003986	418.00 06/30/2022
06/15/2022	CREA006--Creating a Masterpiece	134003987	348.96 06/30/2022
06/15/2022	XTRE001--West Coast Krav Maga Murrieta	134004012	2,302.60 06/30/2022
06/15/2022	WEST006--West Coast Krav Maga Wildomar	134004003	975.29 06/30/2022
06/15/2022	ARTS003--Art Studio, The - Pasadena	134004004	743.75 06/30/2022
06/15/2022	UNIV003--Universal Martial Arts Center	134003988	584.00 06/30/2022
06/15/2022	CLIF000--ADMIN - Clifton Larson Allen LLP	134003993	4,200.00 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/15/2022	CLAR000--Claremont Chefs Academy	134004019	910.00 06/30/2022
06/15/2022	GYMN000--GymnastiKids, Inc	134003994	477.50 06/30/2022
06/15/2022	CONN000--Connection (prev. Gov Connection)	134004016	1,349.39 06/30/2022
06/15/2022	VICT008--Victory Tae Kwon Do USA	134004022	1,275.00 In Transit
06/15/2022	ZULT000--Z Ultimate Self Defense Studios - Chino Hills	134004014	894.00 In Transit
06/15/2022	HUCK001--Young Actors Workspace	134004021	424.50 In Transit
06/15/2022	CONE000--Conejo Recreation and Park District	134003998	376.00 06/30/2022
06/15/2022	MIKE003--Michael Wong	134004018	356.89 In Transit
06/15/2022	STOR000--Storybook Bindles	134004011	267.12 In Transit
06/15/2022	HATC000--Hatch and Cesario, Attorneys-at-Law	134004023	27.50 06/30/2022
06/15/2022	CRTS0001--Canty Rune Training Stables	134003990	660.00 06/30/2022
06/15/2022	SOCA003--SoCal STEM	134004000	555.49 06/30/2022
06/15/2022	ATKI000--Atkinson, Andelson, Loya, Ruud & Romo Profes- sional Corp.	134003984	528.00 06/30/2022
06/15/2022	WPKMAH0001--World Pa Kua Martial Arts & Health	134004002	195.70 06/30/2022
06/15/2022	LSN001--Admin - LifeSigns Now	134003995	156.00 06/30/2022
06/15/2022	ALYS000--Alyssa Westphal	134004017	90.00 In Transit
06/15/2022	NORT001--North County Gymnastics and the Gymninny Kids	134004001	712.00 06/30/2022
06/15/2022	YAMA000--Yamaha Music Academy of Fountain Valley	134003992	146.00 In Transit
06/15/2022	WCA0001--Winner Circle Athletics	134003991	4,022.12 06/30/2022
06/15/2022	ROXA000--Roxane Wagner-Hollier	134004009	960.00 06/30/2022
06/15/2022	JACK000--JacKris Publishing, LLC	134004015	23.99 06/30/2022
06/15/2022	ACSM0001--ADMIN - City of Sierra Madre	134003983	222.00 06/30/2022
06/15/2022	MYED000--MyEduCrate	134004007	109.07 06/30/2022
06/15/2022	MEMO000--Memoria Press Inc	134004008	166.14 06/30/2022
06/15/2022	ESSE000--Essentials in Writing	20134003809	124.10 06/30/2022
06/15/2022	BLIC000--Blick Art Materials LLC	20134003857	122.71 06/30/2022
06/15/2022	ARTI001--Artistic Dance Academy	20134003844	108.00 06/30/2022
06/15/2022	COAC001--Coach Patty's Gymnastics	20134003783	99.00 06/30/2022
06/15/2022	WOND000--Wonder Crate	20134003838	93.80 06/30/2022
06/15/2022	SUPR000--Supreme Dance Center, Inc.	20134003754	90.00 06/30/2022
06/15/2022	TEAC006--Teachers Pay Teachers	20134003835	85.34 06/30/2022
06/15/2022	HEAT004--Patrick's Music School	20134003757	82.00 06/30/2022
06/15/2022	AST0001--Aerial Studio, The	20134003804	80.00 06/30/2022
06/15/2022	KIDS010--Kidstir LLC	20134003866	78.27 06/30/2022
06/15/2022	ELEV001--Elevated Martial Arts and Fitness	20134003826	75.00 06/30/2022
06/15/2022	LNS0001--Leading Note Studios	20134003795	74.75 06/30/2022
06/15/2022	ARTCRT000--ARTree Community Art Center, The	20134003813	50.00 06/30/2022
06/15/2022	REDL008--Redlands Music Lessons	20134003788	30.00 06/30/2022
06/15/2022	MCRU000--McRuffy Press, LLC	20134003890	21.25 06/30/2022
06/15/2022	FARI000--Farida Hsu	20134003827	195.00 06/30/2022
06/15/2022	INST000--Institute for Excellence in Writing	20134003824	194.10 06/30/2022
06/15/2022	JOIN000--Join the Band	20134003775	188.00 06/30/2022
06/15/2022	MCGR000--McGraw-Hill School Education LLC	20134003880	186.26 06/30/2022
06/15/2022	VIBE000--Vibe Performing Arts	20134003791	182.50 06/30/2022
06/15/2022	GIRL000--Girls Can! Crate	20134003882	178.85 06/30/2022
06/15/2022	STEPH000--Stephanie Hudson	20134003843	175.00 06/30/2022
06/15/2022	SING000--Singapore Math Inc.	20134003811	173.18 06/30/2022
06/15/2022	JANE001--Jane Harrison	20134003821	171.00 06/30/2022
06/15/2022	KP0001--Keys to Piano	20134003846	165.00 06/30/2022
06/15/2022	PHR0001--Providence Heart Ranch	20134003860	161.63 06/30/2022
06/15/2022	KESS000--Kessler's Klassroom	20134003761	160.00 06/30/2022
06/15/2022	KIMS000--Kim's Hapkido South Pasadena	20134003769	160.00 06/30/2022
06/15/2022	LILC000--Lil' Chef School	20134003864	158.00 06/30/2022
06/15/2022	THIN003--Think Outside LLC	20134003743	155.00 06/30/2022
06/15/2022	KICK000--Kick It Up Kidz LLC	20134003750	130.00 06/30/2022
06/15/2022	HOME007--Home School Coaches	20134003819	125.00 06/30/2022
06/15/2022	JENS000--Jensen's Piano	20134003800	335.00 06/30/2022
06/15/2022	APLU002--A+ IN HOME TUTORS	20134003878	325.00 06/30/2022
06/15/2022	CHM0001--Cal Heights Music	20134003895	320.00 06/30/2022
06/15/2022	RAVI000--Raviv Moore	20134003848	320.00 06/30/2022
06/15/2022	STUD002--Studio Claremont	20134003884	320.00 06/30/2022
06/15/2022	SIGN001--Signing in the Gap	20134003772	317.25 06/30/2022
06/15/2022	MARY005--Mary Roberts MDM	20134003898	300.00 06/30/2022
06/15/2022	TRAC003--Tracey Bonsell	20134003871	295.00 06/30/2022
06/15/2022	ROND000--Ronda Rubio	20134003829	288.00 06/30/2022
06/15/2022	OFFI000--Office Depot *	20134003825	275.70 06/30/2022
06/15/2022	FREC000--Freckled Frog Learning Center	20134003751	260.00 06/30/2022
06/15/2022	SUZU000--Suzuki Academy of LA	20134003749	260.00 06/30/2022
06/15/2022	CHRI003--Christine Charley	20134003737	250.00 06/30/2022
06/15/2022	PPA0001--Parnassus Preparatory Academy	20134003764	240.00 06/30/2022

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Date	Payee	Document No	Amount	Cleared
06/15/2022	JENN002--Murphy Language Arts LLC	20134003812	237.50	06/30/2022
06/15/2022	FIRE003--Firestorm Freerunning - Galaxy	20134003748	200.00	06/30/2022
06/15/2022	HIGH013--High Desert Gymnastics Center	20134003755	525.00	06/30/2022
06/15/2022	ACAD009--Academic Chess - Los Angeles - WG	20134003888	504.00	06/30/2022
06/15/2022	ONTH000--On the Line Equestrian	20134003833	480.00	06/30/2022
06/15/2022	TEME001--Temecula Music Academy	20134003753	455.00	06/30/2022
06/15/2022	ATRE000--A Tree of Knowledge Tutoring	20134003877	450.00	06/30/2022
06/15/2022	ROSE001--Rosemary Sorola	20134003889	442.50	06/30/2022
06/15/2022	MOND000--Mondi M Taylor Music Academy	20134003720	425.00	06/30/2022
06/15/2022	TRIF000--TriFytt Sports	20134003897	396.00	06/30/2022
06/15/2022	CELE001--Celeste Haueter	20134003721	373.39	06/30/2022
06/15/2022	OWLC000--Owlcrate Enterprises Inc	20134003723	365.26	06/30/2022
06/15/2022	BAWK0001--Bat-Academy with Kristin Batman	20134003840	362.00	06/30/2022
06/15/2022	KATE006--Kateland Cunningham Voice Studio	20134003876	360.00	06/30/2022
06/15/2022	INST003--Institute of Inquiry	20134003856	354.00	06/30/2022
06/15/2022	KATH004--Kathleen Elliott Equestrian Training	20134003780	1,090.00	06/30/2022
06/15/2022	50EV000--5.0 Evolved Martial Arts	20134003896	1,085.00	06/30/2022
06/15/2022	ACAD005--Academy of Music and Performing Arts Murrieta	20134003858	852.00	06/30/2022
06/15/2022	GRYP000--Gryphon Fitness Studio	20134003837	810.00	06/30/2022
06/15/2022	FLBPT0001--Friends of Leaps & Bounds - Horseback Riding	20134003831	780.00	06/30/2022
06/15/2022	LORI000--Lori Kibbe Vocal Training	20134003736	720.00	06/30/2022
06/15/2022	KELL002--Kelly Saldivar Performance Horses	20134003862	687.45	06/30/2022
06/15/2022	VICT004--Victoria's Simply Dancing	20134003863	650.00	06/30/2022
06/15/2022	INLA001--Inland Empire Tae Kwon Do Academy	20134003873	615.00	06/30/2022
06/15/2022	COAC000--Coach Kristina Soto	20134003832	605.97	06/30/2022
06/15/2022	HUGO000--Hugo's Gym Fitness	20134003765	592.50	06/30/2022
06/15/2022	RPS0001--Ramos Piano Studio	20134003854	572.00	06/30/2022
06/15/2022	HIST001--History with Janice Kong	20134003830	560.00	06/30/2022
06/15/2022	RAFF000--Raffia Music Studio	20134003779	540.00	06/30/2022
06/15/2022	TEME000--Temecula Clay	20134003893	540.00	06/30/2022
06/15/2022	GRAC006--Gracie Temecula Brazilian Jiu Jitsu	20134003845	537.00	06/30/2022
06/15/2022	WILL004--Williamsburg Educational Services	20134003734	17,733.00	06/30/2022
06/15/2022	FUNW000--Fun with Horses	20134003817	6,361.61	06/30/2022
06/15/2022	HOLL000--Holly Dodson	20134003815	3,419.00	06/30/2022
06/15/2022	FREE000--Freedom in Motion Gym LLC - Murrieta	20134003790	2,294.00	06/30/2022
06/15/2022	EXPL000--Explorer Field Trips *	20134003730	2,275.00	06/30/2022
06/15/2022	CODE004--Code Ninjas Chino Hills	20134003782	1,872.00	06/30/2022
06/15/2022	MUSI011--Music Alley School of the Arts	20134003719	1,856.00	06/30/2022
06/15/2022	WRIT002--Write On! Webb	20134003746	1,602.50	06/30/2022
06/15/2022	MART001--Martial Arts USA	20134003886	1,361.00	06/30/2022
06/15/2022	AMER001--American Martial Arts Academy - Fullerton Cam- pus	20134003785	1,309.00	06/30/2022
06/15/2022	REDL000--Redlands Art Association	20134003766	1,266.85	06/30/2022
06/15/2022	GMAAS0001--Glendora Music and Arts School	20134003728	1,195.00	06/30/2022
06/15/2022	DANC003--Dance Spectrum - Wardlow Enterprises, Inc.	20134003839	1,186.00	06/30/2022
06/15/2022	CRAF000--Crafty School Crates	20134003881	1,165.23	06/30/2022
06/15/2022	CHEF000--Chef Tech Cooking School	20134003814	1,150.00	06/30/2022
06/15/2022	WATE000--Waterfront Education *	20134003870	1,110.00	06/30/2022
06/15/2022	OVAT000--Ovation School for the Performing Arts	20134003732	1,094.00	06/30/2022
06/15/2022	LEAR010--Learn Beyond the Book	20134003798	2,182.08	06/30/2022
06/15/2022	JESS001--Jessica Miller	20134003739	2,065.00	06/30/2022
06/15/2022	OLYM000--Olympia Training Center	20134003777	1,977.00	06/30/2022
06/15/2022	MATH024--Math Tutoring with Stephanie	20134003784	1,624.98	06/30/2022
06/15/2022	ARTW000--Art With Aunt Jes	20134003768	1,615.00	06/30/2022
06/15/2022	1AMSA--1 Art - Megapixels School of the Arts	20134003851	1,100.00	06/30/2022
06/15/2022	KIWI000--KiwiCo (Formerly Kiwi Crate)	20134003836	1,068.53	06/30/2022
06/15/2022	SILI000--Silicon Valley High School	20134003869	950.00	06/30/2022
06/15/2022	KUMO006--Kumon Math and Reading Center of Whittier	20134003752	940.00	06/30/2022
06/15/2022	HART000--Hart Academy of Dance, Inc.	20134003740	845.00	06/30/2022
06/15/2022	IRMA000--Irma D. Salcido	20134003774	765.00	06/30/2022
06/15/2022	PATR001--Patricia Morrow	20134003899	710.00	06/30/2022
06/15/2022	BRENDA000--Brenda Harp	20134003805	640.00	06/30/2022
06/15/2022	MATH018--Mathnasium of Rancho Cucamonga	20134003781	626.25	06/30/2022
06/15/2022	INLA004--Temecula Valley Youth Symphony	20134003841	600.00	06/30/2022
06/15/2022	RIVE000--Riverside Dance Academy	20134003816	45.00	06/30/2022
06/15/2022	ALTE000--Alternative Choices in Education, LLC	20134003842	3,507.00	06/30/2022
06/15/2022	CODE000--Code Ninjas - Rancho Bernardo	20134003806	225.00	06/30/2022
06/15/2022	JV0001--Jamilet Villanueva	20134003887	220.00	06/30/2022
06/15/2022	ONPO000--On Pointe Productions, LLC	20134003868	215.00	06/30/2022
06/15/2022	MOUN002--Mountain Lyrical Private Studio	20134003729	200.00	06/30/2022
06/15/2022	WMTU000--WM Tutoring Services	20134003786	200.00	06/30/2022

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Date	Payee	Document No	Amount Cleared
06/15/2022	JKWI0001--JKWInnovations	20134003802	200.00 06/30/2022
06/15/2022	MAST001--Master Lee's Kung Fu San Soo	20134003776	165.00 06/30/2022
06/15/2022	M3CR000--M3 Creative Academy	20134003861	160.00 06/30/2022
06/15/2022	GREAO00--Great Books	20134003742	159.83 06/30/2022
06/15/2022	BARN000--Barnes and Noble *	20134003875	155.83 06/30/2022
06/15/2022	LOVI000--Loving Learning	20134003797	150.00 06/30/2022
06/15/2022	BEAC000--Beachside Crossfit	20134003834	149.00 06/30/2022
06/15/2022	MEGA002--Megan Litz Private Tutoring	20134003796	120.00 06/30/2022
06/15/2022	DAVID000--David Reuther Vocal Studio, The	20134003741	110.00 06/30/2022
06/15/2022	ROCK004--Rockside Music Studios	20134003725	80.00 06/30/2022
06/15/2022	BLAC000--Blackbird & Company	20134003763	70.94 06/30/2022
06/15/2022	HOME000--Home Science Tools	20134003799	58.31 06/30/2022
06/15/2022	VENT001--Ventura County Music Academy	20134003744	650.00 06/30/2022
06/15/2022	BRAI005--Brain Builders STEM Education	20134003867	610.13 06/30/2022
06/15/2022	DANT000--Dan Taylor Karate	20134003767	545.00 06/30/2022
06/15/2022	BREA001--Breakthrough Sports	20134003794	510.00 06/30/2022
06/15/2022	AMAN000--Amanda Holiday	20134003756	495.00 06/30/2022
06/15/2022	WHIT004--Whitebrook Farm	20134003823	485.00 06/30/2022
06/15/2022	THEP000--Piano Studio of Katy Beth Unger, The	20134003850	480.00 06/30/2022
06/15/2022	LEAN001--Leanna Hamilton	20134003883	480.00 06/30/2022
06/15/2022	EVER000--EverWild	20134003778	415.00 06/30/2022
06/15/2022	FFK0001--Fundamental Foundations	20134003807	402.88 06/30/2022
06/15/2022	THEW001--Writer's Workshop for Kids, The	20134003810	398.00 06/30/2022
06/15/2022	HOLL001--Holly Van Houten	20134003855	385.00 06/30/2022
06/15/2022	KUMO009--Kumon of Westchester	20134003762	350.00 06/30/2022
06/15/2022	LITL000--Lit League	20134003760	341.28 06/30/2022
06/15/2022	PEAC000--Peace Hill Press * (Well Trained Mind Press)	20134003828	292.35 06/30/2022
06/15/2022	TCTS0001--Teach Communication through Science	20134003874	280.00 06/30/2022
06/15/2022	JM0000--Jessica Moller	20134003722	251.24 06/30/2022
06/15/2022	SUS001--Linda Susan Graves	20134003852	243.00 06/30/2022
06/15/2022	LIGH000--Lighthouse Education Center, Inc.	20134003724	7,230.00 06/30/2022
06/15/2022	GRAC007--Gracie Barra Northridge Brazilian Jiu Jitsu	20134003792	2,830.00 06/30/2022
06/15/2022	APPL000--Apple Education Inc *	20134003738	2,716.23 06/30/2022
06/15/2022	AGIL000--Agility Kids	20134003822	2,013.95 06/30/2022
06/15/2022	RIVE006--Riverside Aquatics Association	20134003733	1,552.00 06/30/2022
06/15/2022	JENN008--Drama Kids - Temecula Valley	20134003885	1,549.00 06/30/2022
06/15/2022	ATHE001--Athena's Advanced Academy	20134003789	1,540.00 06/30/2022
06/15/2022	MUSI010--Music Abode, The	20134003894	1,340.00 06/30/2022
06/15/2022	JACA000--Jacaranda Music Studios, LLC - Brea	20134003865	1,170.00 06/30/2022
06/15/2022	GRAN000--Grand Mountain Jiu-Jitsu Academy	20134003747	1,085.00 06/30/2022
06/15/2022	HUNT001--Huntington Music	20134003808	1,050.00 06/30/2022
06/15/2022	INTE003--Interactive TTC	20134003847	935.00 06/30/2022
06/15/2022	BRAV000--Brave Writer	20134003859	846.00 06/30/2022
06/15/2022	INSI000--James Wigglesworth - previously Insight Learning	20134003773	814.33 06/30/2022
06/15/2022	KIMS001--Kim's Hapkido Yucaipa	20134003787	2,015.00 06/30/2022
06/15/2022	WILD001--Wildcats Hockey dba Jr. Reign	20134003853	1,372.00 06/30/2022
06/15/2022	PORT000--Portal Languages - Costa Mesa	20134003771	790.00 06/30/2022
06/15/2022	MATH021--Mathnasium of Sherman Oaks	20134003718	748.00 06/30/2022
06/15/2022	CADE000--Cadence Dance Project	20134003793	520.00 06/30/2022
06/15/2022	ACAD006--Academy of Music Chino	20134003820	468.00 06/30/2022
06/15/2022	LEAR001--Learn to Rip Surf Lessons	20134003770	300.00 06/30/2022
06/15/2022	CAROL000--My Sewing Room	20134003879	300.00 06/30/2022
06/15/2022	CODE002--Coder School, The - Cerritos	20134003735	259.00 06/30/2022
06/15/2022	JAMI000--Jamie Butterworth	20134003801	173.00 06/30/2022
06/15/2022	LATU000--La Tulipe Cooking Studio LLC	20134003872	150.00 06/30/2022
06/15/2022	NMFY0001--Newport Mesa Family YMCA	20134003891	140.00 06/30/2022
06/15/2022	FIGH000--Fight Foundation	20134003818	131.25 06/30/2022
06/15/2022	RAIN003--Rainbow Resource Center	20134003745	3,089.07 06/30/2022
06/15/2022	VENT004--Ventura Wild (with Ventura Land Trust)	20134003727	2,049.00 06/30/2022
06/15/2022	CSO000--The Collaborative Charter Services Organization	20134003892	71,522.48 06/30/2022
06/15/2022	STAP000--Staples *	20134003758	256.97 06/30/2022
06/15/2022	PEAC001--I Move Play Learn	20134003731	69.15 06/30/2022
06/16/2022	EMPL0000--Employee Separation or Payment Errors	001134	2,050.95 06/30/2022
06/16/2022	EMPL0000--Employee Separation or Payment Errors	001133	2,349.63 06/30/2022
06/16/2022	EMPL0000--Employee Separation or Payment Errors	001132	572.44 06/30/2022
06/16/2022	ACS0001--Admin - CubeSmart	001131	246.68 06/30/2022
06/16/2022	MEMO000--Memoria Press Inc	134004042	169.52 06/30/2022
06/16/2022	MOXI001--Moxie Box Art - EMR	134004036	140.48 In Transit
06/16/2022	VERI478--ADMIN - Verizon	134004026	114.03 06/30/2022
06/16/2022	IVYK000--Ivy Kids LLC	134004057	732.95 06/30/2022
06/16/2022	HATC000--Hatch and Cesario, Attorneys-at-Law	134004038	630.00 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/16/2022	CRAF000--Crafty School Crates	20134003967	109.86 06/30/2022
06/16/2022	LILY001--Lily Mitchell Tennis	20134003961	105.00 06/30/2022
06/16/2022	ARCH000--Archery Champs	20134003946	105.00 06/30/2022
06/16/2022	JACK003--J.E.M.S. Dance Center	20134003966	100.00 06/30/2022
06/16/2022	SING000--Singapore Math Inc.	20134004051	91.84 06/30/2022
06/16/2022	TEAC006--Teachers Pay Teachers	20134004044	83.45 06/30/2022
06/16/2022	GOLD000--Gold Coast Gymnastics	20134003925	80.00 06/30/2022
06/16/2022	LAKE001--Lakeshore Learning Materials	20134004000	28.73 06/30/2022
06/16/2022	SMEL0001--Soaring Minds Education, LLC	20134004062	330.00 06/30/2022
06/16/2022	KUMO010--Kumon Math and Reading Center of Cerritos	20134004025	320.00 06/30/2022
06/16/2022	JAMM000--Jammin' Music INC	20134003984	280.00 06/30/2022
06/16/2022	CERRI001--Yamaha Music School - Cerritos & Chino Hills	20134003977	280.00 06/30/2022
06/16/2022	TNUI0001--Twist N U Inc	20134003924	270.00 06/30/2022
06/16/2022	MATH012--Mathnasium of Glendora	20134004002	250.00 06/30/2022
06/16/2022	AQUA002--Aquatic Explorations & Safety Training	20134003980	225.00 06/30/2022
06/16/2022	ELIT001--Elite Otters Swim Team LLC	20134004063	200.00 06/30/2022
06/16/2022	JEFF003--Jeff Speakmans Kenpo Pasadena	20134003995	189.00 06/30/2022
06/16/2022	MATH002--Math with Sophath Kong	20134003902	180.00 06/30/2022
06/16/2022	SWIM000--Swim to Shore	20134004050	145.00 06/30/2022
06/16/2022	SAND002--Sande Strings	20134004028	125.00 06/30/2022
06/16/2022	CPAA0001--Carlsbad Performing Arts Academy	20134004035	120.00 06/30/2022
06/16/2022	JORU000--Jorunn Phipps Piano Lessons	20134003992	550.00 06/30/2022
06/16/2022	BAWK0001--Bat-Academy with Kristin Batman	20134004001	530.00 06/30/2022
06/16/2022	BRAV000--Brave Writer	20134003982	527.00 06/30/2022
06/16/2022	MARY001--Mary Selby Music	20134003918	525.00 06/30/2022
06/16/2022	LODE000--Lodestone Academy	20134003934	460.00 06/30/2022
06/16/2022	MOHR000--Mohr Music School	20134003986	460.00 06/30/2022
06/16/2022	ROYA003--Royal Griffith Farms	20134004033	440.00 06/30/2022
06/16/2022	SAND003--Sandiwa del Rosario	20134003987	435.00 06/30/2022
06/16/2022	NHOHMO0001--Noelani's Halau o hula Mo'olelo	20134004085	434.50 06/30/2022
06/16/2022	MICH002--Michelles Keys Piano Studio	20134003913	420.00 06/30/2022
06/16/2022	360F000--360 Freestyle Gymnastics Academy	20134003999	400.00 06/30/2022
06/16/2022	CALI004--California Gymnastics	20134003959	385.00 06/30/2022
06/16/2022	AATJPAC0001--And All That Jazz! Performing Arts Center	20134004006	378.00 06/30/2022
06/16/2022	BLOO000--Bloom School of Music and Dance	20134004013	361.00 06/30/2022
06/16/2022	JUST000--Justice Bee Tutoring	20134004077	350.00 06/30/2022
06/16/2022	ANAH000--Anaheim Ballet School	20134003963	335.00 06/30/2022
06/16/2022	ARBO000--Arbor Learning Community	20134004039	18,338.63 06/30/2022
06/16/2022	FRAN001--Buzzy Mae Music Academy	20134003971	1,663.90 06/30/2022
06/16/2022	HANG000--Hangar 18 - East Riverside	20134004064	1,021.00 06/30/2022
06/16/2022	STEP004--Stephanie Reyes	20134004020	1,010.00 06/30/2022
06/16/2022	BREA001--Breakthrough Sports	20134004087	930.75 06/30/2022
06/16/2022	FLBPT0001--Friends of Leaps & Bounds - Horseback Riding	20134003947	915.00 06/30/2022
06/16/2022	CHOZ000--Chozen Martial Arts - Alta Loma	20134003949	885.00 06/30/2022
06/16/2022	KATH003--Kathy Ashdown	20134003931	840.00 06/30/2022
06/16/2022	CANDI000--Candi Chavez Piano Studio	20134004017	810.00 06/30/2022
06/16/2022	OLIV000--Olive Tree Education	20134003921	690.00 06/30/2022
06/16/2022	KIMS002--Kim's Taekwondo Institute	20134004036	640.00 06/30/2022
06/16/2022	H18A0001--Hangar 18 - Arcadia	20134003915	607.00 06/30/2022
06/16/2022	WCPL0001--weXplore LLC	20134004031	600.00 06/30/2022
06/16/2022	PHRI0001--Pony Hayvin Ranch, Inc.	20134003937	600.00 06/30/2022
06/16/2022	UPLA000--Upland Martial Arts	20134004061	575.00 06/30/2022
06/16/2022	HANG001--Hangar 18 - Signal Hill	20134004078	572.00 06/30/2022
06/16/2022	WRIT004--Writtenburg Door	20134003948	5,703.50 06/30/2022
06/16/2022	WMTU000--WM Tutoring Services	20134004084	3,651.08 06/30/2022
06/16/2022	KEYB001--Wrightwood Education Studio -WES	20134003914	2,901.00 06/30/2022
06/16/2022	REDL002--Redlands Gymnastics Club	20134004032	2,618.00 06/30/2022
06/16/2022	MATH010--Mathnasium of Eastvale	20134003922	2,573.73 06/30/2022
06/16/2022	PHR0001--Providence Heart Ranch	20134003968	2,560.00 06/30/2022
06/16/2022	NOON000--Noonan Family Swim School - Murrieta	20134004040	2,529.60 06/30/2022
06/16/2022	DENA000--Dena Reeves - Math Tutoring	20134003981	2,356.44 06/30/2022
06/16/2022	PEAC002--Peace Hill Classical Co-op, LLC	20134003919	2,239.22 06/30/2022
06/16/2022	SCEG000--SCEGA Gymnastics	20134003917	2,088.30 06/30/2022
06/16/2022	HANG002--Hangar 18 - Upland, Inc.	20134004026	1,816.00 06/30/2022
06/16/2022	AMYS001--Piano with Miss Amy	20134004016	1,685.00 06/30/2022
06/16/2022	TOTH000--To the Pointe Dance Productions	20134004074	1,654.00 06/30/2022
06/16/2022	MISS001--Miss Crady the Math Lady	20134003972	1,585.60 06/30/2022
06/16/2022	MM0001--Mike McKinnon - WG	20134003936	1,335.00 06/30/2022
06/16/2022	LANG005--LanguageBird, LLC	20134004015	1,285.00 06/30/2022
06/16/2022	G1ED000--G1 Education, Inc	20134003944	1,235.00 06/30/2022
06/16/2022	WATE000--Waterfront Education *	20134003973	1,188.00 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/16/2022	HIGH004--High School Math Live	20134004030	1,110.00 06/30/2022
06/16/2022	WPE0001--Whispering Pines Eventing	20134003997	740.00 06/30/2022
06/16/2022	LU0001--Learning Unbound	20134004059	326.92 06/30/2022
06/16/2022	AJCT0001--Americana Jiu Jitsu Collective, The	20134003953	199.00 06/30/2022
06/16/2022	ATRE000--A Tree of Knowledge Tutoring	20134003990	2,450.00 06/30/2022
06/16/2022	VENT001--Ventura County Music Academy	20134003916	820.00 06/30/2022
06/16/2022	SAMU000--Samurai Academy	20134003903	787.00 06/30/2022
06/16/2022	SUS001--Linda Susan Graves	20134003945	783.00 06/30/2022
06/16/2022	RAIN003--Rainbow Resource Center	20134004057	580.87 06/30/2022
06/16/2022	ARTE001--Art Experience Studio	20134004056	440.00 06/30/2022
06/16/2022	VIBE000--Vibe Performing Arts	20134004076	365.00 06/30/2022
06/16/2022	AVER000--Averyboo Arts	20134004012	246.00 06/30/2022
06/16/2022	CREA001--Creative Creatures & Co.	20134003938	204.00 06/30/2022
06/16/2022	TKDM000--Team Kwon Taekwondo Center	20134004081	199.00 06/30/2022
06/16/2022	JOYC001--Joyce Farson	20134004060	125.00 06/30/2022
06/16/2022	BHSH0001--Black Mountain Sport Horses	20134003932	125.00 06/30/2022
06/16/2022	BLUE000--Blue Buoy Swim School	20134003962	1,915.00 06/30/2022
06/16/2022	FUNW000--Fun with Horses	20134003979	1,480.00 06/30/2022
06/16/2022	BODY000--BODYNAMICS	20134003994	1,052.37 06/30/2022
06/16/2022	STAG000--Stagelight Performing Arts	20134004003	941.50 06/30/2022
06/16/2022	PALM000--Palmdale School of Music	20134003927	607.50 06/30/2022
06/16/2022	BARB000--Barbara Langeloh	20134004019	497.44 06/30/2022
06/16/2022	ARTA002--Art Avenue, The	20134003993	333.00 06/30/2022
06/16/2022	HOPE000--Hope Ranch, LLC	20134003951	270.00 06/30/2022
06/16/2022	BOOK001--Booklandia	20134004086	179.89 06/30/2022
06/16/2022	JTML0001--Janice Thepsi Music Lessons	20134003901	160.00 06/30/2022
06/16/2022	JOOB000--Joobilo	20134003952	44.61 06/30/2022
06/16/2022	TEAC001--Celebration Education	20134003923	1,655.87 06/30/2022
06/16/2022	TEME002--Temecula Music Teacher, LLC	20134004073	1,570.14 06/30/2022
06/16/2022	GREE000--Green Acres Ranch, Inc.	20134003912	1,155.00 06/30/2022
06/16/2022	BETH000--Beth Bellinder	20134003904	525.00 06/30/2022
06/16/2022	LEWI001--Lewis Music Academy Inc	20134003975	377.68 06/30/2022
06/16/2022	INSI000--James Wigglesworth - previously Insight Learning	20134004080	320.00 06/30/2022
06/16/2022	VDC0001--Vento Dance Company	20134004049	312.00 06/30/2022
06/16/2022	PBPS0001--Peter Brown Piano Studio	20134003929	270.00 06/30/2022
06/16/2022	JV0001--Jamilet Villanueva	20134003955	240.00 06/30/2022
06/16/2022	OFFI000--Office Depot *	20134004067	207.13 06/30/2022
06/16/2022	MOUN002--Mountain Lyrical Private Studio	20134003940	200.00 06/30/2022
06/16/2022	ANGE001--Angelina Aslanyan	20134004068	200.00 06/30/2022
06/16/2022	JAMES000--James Duran	20134004070	180.00 06/30/2022
06/16/2022	ACAD004--Academy Of Ballet Arts	20134003978	153.00 06/30/2022
06/16/2022	ARTW002--Art With Susan Tierney	20134004045	150.00 06/30/2022
06/16/2022	NATA000--Nataly Jewel	20134003905	123.75 06/30/2022
06/16/2022	KELL002--Kelly Saldivar Performance Horses	20134003965	110.00 06/30/2022
06/16/2022	CHAR004--Chico Jones	20134003906	110.00 06/30/2022
06/16/2022	JKWI0001--JKWInnovations	20134003991	85.00 06/30/2022
06/16/2022	ACAT000--ACA Tutoring, Inc	20134003960	10,666.00 06/30/2022
06/16/2022	SCIE000--Science-2-U	20134004034	3,916.50 06/30/2022
06/16/2022	HOME007--Home School Coaches	20134004047	3,614.37 06/30/2022
06/16/2022	NUES000--Nuestra Escuelita Spanish Academy	20134004046	875.00 06/30/2022
06/16/2022	MYLE000--My Learning Studio	20134003928	799.80 06/30/2022
06/16/2022	AF0001--Altitude Fitness	20134004075	790.00 06/30/2022
06/16/2022	YMCA002--Fullerton Family YMCA	20134004011	765.00 06/30/2022
06/16/2022	ATCC000--ATC Corona Inc	20134004041	666.00 06/30/2022
06/16/2022	ROKM000--Rok Music Academy of Long Beach	20134003964	510.00 06/30/2022
06/16/2022	WPS0001--Watson Piano Studio	20134004004	456.00 06/30/2022
06/16/2022	STUD002--Studio Claremont	20134003976	443.00 06/30/2022
06/16/2022	TEME010--Temecula Conservatory of Music	20134003926	435.00 06/30/2022
06/16/2022	EMHS000--EMH Sports USA INC	20134003933	400.00 06/30/2022
06/16/2022	MURR002--Murrieta Brain Training	20134004005	1,950.00 06/30/2022
06/16/2022	VICT005--Victory Aquatics (Piranha Swim Team)	20134004008	1,727.13 06/30/2022
06/16/2022	WHIS000--Whispering Oak Stables	20134003942	1,420.00 06/30/2022
06/16/2022	KEEL000--Keely Hawkes	20134003958	1,070.00 06/30/2022
06/16/2022	BSFSFVSA0001--Baby Swim Float Swim / French Valley Swim Academy	20134004018	500.00 06/30/2022
06/16/2022	LEGE000--Legends FC	20134003908	260.50 06/30/2022
06/16/2022	SPEL002--SpellVille Tutoring	20134003996	250.00 06/30/2022
06/16/2022	STEPH000--Stephanie Hudson	20134003935	225.00 06/30/2022
06/16/2022	BART000--Barth Piano	20134004014	180.00 06/30/2022
06/16/2022	APRI000--April Losey	20134004042	163.00 06/30/2022
06/16/2022	SOCA002--SoCal Krav Maga	20134003957	125.00 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/16/2022	THIN002--ThinkWell Corporation	20134004071	92.45 06/30/2022
06/16/2022	ARTA001--Art and Soul Collective	20134003954	2,428.00 06/30/2022
06/16/2022	RIFF000--Riffs Music	20134003985	2,307.50 06/30/2022
06/16/2022	FMGLLL0001--Freedom in Motion Gym LLC - Loma Linda	20134004048	1,938.00 06/30/2022
06/16/2022	JOAN000--Joanna Xu	20134004083	1,110.00 06/30/2022
06/16/2022	USMU000--US Music Lessons	20134004029	924.00 06/30/2022
06/16/2022	INTR000--Intro 2 Skateboarding	20134004055	825.51 06/30/2022
06/16/2022	ROOS000--Roos Music	20134003969	665.00 06/30/2022
06/16/2022	WRIT002--Write On! Webb	20134004043	637.00 06/30/2022
06/16/2022	KESS000--Kessler's Klassroom	20134004023	535.00 06/30/2022
06/16/2022	RAVI000--Raviv Moore	20134004037	460.00 06/30/2022
06/16/2022	JANE001--Jane Harrison	20134004053	378.00 06/30/2022
06/16/2022	REDL008--Redlands Music Lessons	20134004052	360.00 06/30/2022
06/16/2022	YMCA000--YMCA Orange County	20134003920	300.00 06/30/2022
06/16/2022	MRDM000--Mr. D Math, LLC	20134004066	290.00 06/30/2022
06/16/2022	FRIE000--Friends of Willow Tree	20134003983	1,350.00 06/30/2022
06/16/2022	DEAN000--De Angelo's Music	20134004082	900.00 06/30/2022
06/16/2022	YMCA004--YMCA Ventura Family	20134003974	585.00 06/30/2022
06/16/2022	TYLE000--Carlisle Music Studio	20134004072	435.60 06/30/2022
06/16/2022	ARTO000--Art-One World / Many Views	20134003910	210.00 06/30/2022
06/16/2022	USBL000--USBA - Royce Gracie Academy OC	20134003930	185.00 06/30/2022
06/16/2022	MMM0001--Ms. Mariah's Music	20134003941	173.00 06/30/2022
06/16/2022	SIGM001--Sigma Mathematics Tutoring	20134003989	160.00 06/30/2022
06/16/2022	PAUL002--Paul Zuill	20134003970	160.00 06/30/2022
06/16/2022	MYTE000--MYTEK LAB	20134003943	147.00 06/30/2022
06/16/2022	ROCK004--Rockside Music Studios	20134004069	1,200.00 06/30/2022
06/16/2022	STAP000--Staples *	20134003907	175.55 06/30/2022
06/16/2022	LILL000--Lilli Witczak	20134003909	120.00 06/30/2022
06/16/2022	ML0001--Mary Longbottom	20134004058	45.00 06/30/2022
06/16/2022	INLA004--Temecula Valley Youth Symphony	20134003950	975.00 06/30/2022
06/16/2022	TCOF0001--Tutoring Club of Fallbrook	20134003956	704.00 06/30/2022
06/16/2022	CNT0001--Code Ninjas (Tustin)	20134003998	279.00 06/30/2022
06/16/2022	ARTS005--Art Studio Pillar	20134004007	60.00 06/30/2022
06/16/2022	APPL000--Apple Education Inc *	20134004065	4,852.07 06/30/2022
06/16/2022	NADY0001--NinjAcademy	20134004054	3,230.00 06/30/2022
06/16/2022	LSMPK0001--LoveSetMatch - Phillip Kim	20134004022	1,080.00 06/30/2022
06/16/2022	CCE0001--Clear Compass Equestrian	20134004021	385.00 06/30/2022
06/16/2022	KEYS000--Keys to Music Piano Lessons	20134004079	240.00 06/30/2022
06/16/2022	NOON001--Noonan Family Swim School - San Diego	20134004088	105.00 06/30/2022
06/16/2022	AMAZ000--Amazon	20134004038	10,059.39 06/30/2022
06/16/2022	INST000--Institute for Excellence in Writing	20134003939	1,249.94 06/30/2022
06/16/2022	ALLA000--All About Learning Press, Inc	20134004010	726.21 06/30/2022
06/16/2022	MCGR000--McGraw-Hill School Education LLC	20134004009	540.32 06/30/2022
06/16/2022	GREAO00--Great Books	20134003911	239.22 06/30/2022
06/16/2022	KIWI000--KiwiCo (Formerly Kiwi Crate)	20134004024	213.86 06/30/2022
06/16/2022	CSO000--The Collaborative Charter Services Organization	20134003988	19,847.68 06/30/2022
06/16/2022	TEAC0000--ADMIN - Teachers' Curriculum Institute (TCI)	20134004027	207.93 06/30/2022
06/17/2022	VENT002--Ventura Makos Surf Camp	20134004207	4,189.00 06/30/2022
06/17/2022	DRAW006--Drawn2Art - Rancho Cucamonga (formerly Kids Art)	134004072	2,324.00 In Transit
06/17/2022	DUNA000--Dunamix Dance Project	20134004208	980.00 06/30/2022
06/17/2022	DRAW001--Drawn2Art - Chino Hills (formerly Kids Art)	134004076	487.00 In Transit
06/17/2022	ARTW000--Art With Aunt Jes	20134004206	406.00 06/30/2022
06/17/2022	ACAD005--Academy of Music and Performing Arts Murrieta	20134004211	280.00 06/30/2022
06/17/2022	ART4000--Art 4 Kids and Teens	134004034	135.00 In Transit
06/17/2022	VENT003--Ventura Music School	134004030	130.00 In Transit
06/17/2022	ALYS000--Alyssa Westphal	134004065	120.00 06/30/2022
06/17/2022	ACAD006--Academy of Music Chino	20134004209	104.00 06/30/2022
06/17/2022	LECL000--Le Club Gymnastics - West Gymnastics Center	134004063	100.00 In Transit
06/17/2022	ALIS005--Vahan Aslanyan	20134004215	85.00 06/30/2022
06/17/2022	SAML0001--Dasana Sports - Multiple Locations	134004075	18.00 06/30/2022
06/17/2022	ROCK005--Rockstars of Tomorrow - Norco/Chino Hills	134004064	2,210.00 06/30/2022
06/17/2022	CLAR001--Claremont Club, The	134004028	1,355.00 06/30/2022
06/17/2022	ROCK006--Rockstars of Tomorrow - Riverside	134004045	1,229.00 06/30/2022
06/17/2022	CLAS002--Classical Learning Resource Center	20134004218	1,217.40 06/30/2022
06/17/2022	MYA000--Motivated Youth Academy	20134004216	1,022.28 06/30/2022
06/17/2022	CALI004--California Gymnastics	20134004220	1,020.00 06/30/2022
06/17/2022	BEAC000--Beachside Crossfit	20134004219	636.00 06/30/2022
06/17/2022	EAST000--Eastvale Athletics, LLC	134004059	609.00 06/30/2022
06/17/2022	ERIN004--Erin Chianese	134004032	403.33 06/30/2022
06/17/2022	APPL003--Applied Music Studio, LLC	20134004217	327.50 06/30/2022

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06/17/2022	DEBB000--Debbie's Music Studio	134004061	320.00 06/30/2022
06/17/2022	RAIN003--Rainbow Resource Center	20134004212	291.69 06/30/2022
06/17/2022	VICT006--Victory Gymnastics Company	134004049	278.00 06/30/2022
06/17/2022	EDIS000--Southern California Edison	134004074	268.70 06/30/2022
06/17/2022	TAS0001--Art Studio LLC, The	134004027	180.00 In Transit
06/17/2022	JEFF001--Jeff Speakman New Breed Martial Arts Hesperia	134004031	170.00 In Transit
06/17/2022	URBA000--Urban Homeschoolers	134004070	160.00 In Transit
06/17/2022	BEVE000--English Language Arts with Beverly Ann Yocky	20134004214	125.00 06/30/2022
06/17/2022	ACAD003--Academy 831	20134004210	112.00 06/30/2022
06/17/2022	EDWE000--Ed West	134004069	63.75 In Transit
06/17/2022	MRDM000--Mr. D Math, LLC	20134004166	8,375.00 06/30/2022
06/17/2022	APLU002--A+ IN HOME TUTORS	20134004130	8,358.00 06/30/2022
06/17/2022	FMGLLL0001--Freedom in Motion Gym LLC - Loma Linda	20134004136	3,106.00 06/30/2022
06/17/2022	CENG0000--ADMIN - CENGAGE LEARNING, INC.	134004071	2,690.63 06/30/2022
06/17/2022	CLAR002--Claremont Community School of Music	20134004181	1,882.00 06/30/2022
06/17/2022	DIAM000--Diamond Music Studio	20134004137	1,680.00 06/30/2022
06/17/2022	WANN000--Wanna Learn Piano	20134004162	1,015.00 06/30/2022
06/17/2022	SKA0001--Selena Khan Abdullah	20134004167	960.00 06/30/2022
06/17/2022	ROYA001--Royal Academy: The Sound of Music, Inc	20134004203	887.10 06/30/2022
06/17/2022	MCGR000--McGraw-Hill School Education LLC	20134004213	492.36 06/30/2022
06/17/2022	PBCWLH0001--Private Ballet Coaching with Lauren Henry	20134004192	360.00 06/30/2022
06/17/2022	ARTS0001--ARTime Studio	20134004189	280.00 06/30/2022
06/17/2022	AAIE0001--Amazing Athletes Inland Empire	20134004115	208.00 06/30/2022
06/17/2022	REYO000--Academy of Martial Arts Yucca Valley	20134004148	175.00 06/30/2022
06/17/2022	USKO000--USKO	20134004168	169.00 06/30/2022
06/17/2022	LEAR002--Learning A-Z	134004073	125.00 06/30/2022
06/17/2022	DMS0001--Devon's Marine Science	20134004169	55.00 06/30/2022
06/17/2022	YMCA002--Fullerton Family YMCA	20134004095	54.54 06/30/2022
06/17/2022	SI0001--Superabilitee, Inc.	20134004139	50.00 06/30/2022
06/17/2022	EMHS000--EMH Sports USA INC	20134004153	2,225.00 06/30/2022
06/17/2022	JPT0001--Julia Perez Tutoring	20134004103	1,880.00 06/30/2022
06/17/2022	FIRE003--Firestorm Freerunning - Galaxy	20134004204	1,235.00 06/30/2022
06/17/2022	DKTU000--DK Tutoring	20134004116	952.50 06/30/2022
06/17/2022	PASA001--Pasadena Conservatory of Music	20134004125	900.00 06/30/2022
06/17/2022	ROCK007--Rockstars of Tomorrow - La Verne	20134004190	875.00 06/30/2022
06/17/2022	MARS000--Marsha Bradbury	20134004186	866.25 06/30/2022
06/17/2022	INST002--Institute of Art Music and Science	134004047	720.00 06/30/2022
06/17/2022	APPL003--Applied Music Studio, LLC	20134004126	715.00 06/30/2022
06/17/2022	LORI005--Lori's Tutoring	20134004128	595.00 06/30/2022
06/17/2022	4THE000--4 The Love of Horses	20134004138	525.00 06/30/2022
06/17/2022	KATH002--Kathryn Lindsay Orr Violin Studio	134004046	500.00 06/30/2022
06/17/2022	CONF001--Confident Classroom,The	20134004196	500.00 06/30/2022
06/17/2022	ENCO001--Encore Dance Studio LLC	20134004100	264.60 06/30/2022
06/17/2022	BEAR001--Bear City Jiu Jitsu Academy	20134004142	200.00 06/30/2022
06/17/2022	MONA000--Monarchs National Gymnastics Training Center Agour	134004044	118.00 06/30/2022
06/17/2022	REDD001--Red Dragon Karate Glendora	134004054	1,609.00 06/30/2022
06/17/2022	BUMB000--Bumblebunch Sewing Studio	134004033	2,449.34 06/30/2022
06/17/2022	CALI001--California Athletics	134004025	1,630.00 06/30/2022
06/17/2022	MISS003--Mission Renaissance	134004040	1,389.14 06/30/2022
06/17/2022	FOXH000--Fox Haven Farm	134004060	1,300.00 06/30/2022
06/17/2022	ROSE000--Rose Bowl Aquatics Center	134004058	1,224.00 06/30/2022
06/17/2022	ARTS006--Art Steps, Inc - Yorba Linda, Laguna Hills, Costa	134004048	1,152.00 06/30/2022
06/17/2022	MODE000--New Modern Music School US Inc.	134004037	1,073.50 06/30/2022
06/17/2022	KERR000--Kerri McComb Music Lessons	134004062	1,065.00 06/30/2022
06/17/2022	ERIC001--Erica Delgado	134004055	1,050.00 06/30/2022
06/17/2022	ROCK001--Rock Fitness	134004035	1,035.00 06/30/2022
06/17/2022	FIRE000--FIRE Communications	134004039	1,014.50 06/30/2022
06/17/2022	GRAC001--Gracie Barra Corona	134004051	715.80 In Transit
06/17/2022	JEFF002--Jeff Speakman New Breed Martial Arts Lake Ar- rowhea	134004053	606.00 In Transit
06/17/2022	CONE000--Conejo Recreation and Park District	134004066	437.00 06/30/2022
06/17/2022	5EMA000--5 Elements Martial Arts & Wellness Center	134004043	300.00 In Transit
06/17/2022	YOUN003--Young Actors Space	134004029	160.00 06/30/2022
06/17/2022	BRET000--Brett's Drum Lessons	134004068	150.00 06/30/2022
06/17/2022	MIKE003--Michael Wong	134004050	135.00 In Transit
06/17/2022	BOBB000--Bob Bozonelos	134004024	100.00 In Transit
06/17/2022	RAIN000--Raindrop Agency, Inc.	134004041	50.00 06/30/2022
06/17/2022	MARR000--ADMIN - Anaheim Marriott	134004052	8,947.80 06/30/2022
06/17/2022	WILL003--WM Music Lessons (Willie Morales)	20134004092	8,193.00 06/30/2022
06/17/2022	BONN000--Bonnie Culotta	134004056	1,845.00 In Transit

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06/17/2022	CRES000--Crescendo Performing Arts Academy	134004067	1,421.00 06/30/2022
06/17/2022	SING000--Singapore Math Inc.	20134004174	161.32 06/30/2022
06/17/2022	MYFO000--My Focus TKD - Yucaipa	20134004096	160.00 06/30/2022
06/17/2022	JOYC002--Joycelyn Choo Violin Studio	20134004089	154.00 06/30/2022
06/17/2022	ROBI001--Robin Young Pottery	20134004163	150.00 06/30/2022
06/17/2022	PAKU000--Pakua, LLC	20134004104	149.00 06/30/2022
06/17/2022	NEWC000--New California Conservatory - Music Lessons	20134004170	140.00 06/30/2022
06/17/2022	MLCC0001--Mountain Lake Chess Camp	20134004129	139.20 06/30/2022
06/17/2022	OPUS000--Opus Music School	20134004122	135.00 06/30/2022
06/17/2022	DANC001--Dance Move Live	20134004156	135.00 06/30/2022
06/17/2022	POOL0001--Power of One Lakewood	20134004188	125.00 06/30/2022
06/17/2022	KESS000--Kessler's Klassroom	20134004113	125.00 06/30/2022
06/17/2022	BURB001--Burbank Music Academy	20134004202	120.00 06/30/2022
06/17/2022	SOCA005--SoCal Singer Studio	20134004199	60.00 06/30/2022
06/17/2022	ELEM000--Elemental Science Inc.	20134004141	48.39 06/30/2022
06/17/2022	AMAZ000--Amazon	20134004182	43.49 06/30/2022
06/17/2022	TRIF000--TriFyft Sports	20134004152	420.00 06/30/2022
06/17/2022	CYPR000--Cyprian Studios	20134004183	360.00 06/30/2022
06/17/2022	ASEP000--ASEP So Cal - Chess Masters	20134004193	350.00 06/30/2022
06/17/2022	MOVI000--Moving Beyond the Page	20134004145	342.48 06/30/2022
06/17/2022	ARTW000--Art With Aunt Jes	20134004090	342.00 06/30/2022
06/17/2022	STAP000--Staples *	20134004172	337.88 06/30/2022
06/17/2022	INST000--Institute for Excellence in Writing	20134004185	323.40 06/30/2022
06/17/2022	STUD003--Studio K Dance Center	20134004205	321.00 06/30/2022
06/17/2022	GLOB001--Globally Exclusive	20134004102	320.00 06/30/2022
06/17/2022	KIMS002--Kim's Taekwondo Institute	20134004099	320.00 06/30/2022
06/17/2022	ETHO000--Ethos Jiu Jitsu	20134004194	307.32 06/30/2022
06/17/2022	PSAL000--Psalm 33 Music	20134004132	300.00 06/30/2022
06/17/2022	DAVID000--David Reuther Vocal Studio, The	20134004150	275.00 06/30/2022
06/17/2022	DUNA000--Dunamix Dance Project	20134004101	265.00 06/30/2022
06/17/2022	WRIT002--Write On! Webb	20134004175	258.00 06/30/2022
06/17/2022	CIIFL0001--Color It In Franchise, LLC	20134004200	230.00 06/30/2022
06/17/2022	AVPA000--AVPA at La Sierra University	20134004154	200.00 06/30/2022
06/17/2022	COMM000--Common Thread Claremont	20134004140	180.00 06/30/2022
06/17/2022	SHAK000--Shakespeare Kids	20134004171	174.00 06/30/2022
06/17/2022	LITT002--Little Passports	20134004105	167.77 06/30/2022
06/17/2022	STEM000--STEM Center USA	20134004112	6,848.28 06/30/2022
06/17/2022	WILL004--Williamsburg Educational Services	20134004164	5,606.70 06/30/2022
06/17/2022	M3CR000--M3 Creative Academy	20134004091	2,902.92 06/30/2022
06/17/2022	URBA001--Urban Workshop	20134004198	2,400.00 06/30/2022
06/17/2022	PROT000--Protege Education	20134004178	1,946.00 06/30/2022
06/17/2022	ALIS000--Alisa's Piano Studio	20134004097	1,800.00 06/30/2022
06/17/2022	LG0001--Lanterns Global	20134004176	1,647.23 06/30/2022
06/17/2022	MCGR000--McGraw-Hill School Education LLC	20134004161	1,474.87 06/30/2022
06/17/2022	ALLE000--Allemande Music Academy, LLC	20134004118	1,385.00 06/30/2022
06/17/2022	PENN001--Penny Smith, Piano and Clarinet Lessons	20134004121	1,040.00 06/30/2022
06/17/2022	OCMD0001--Orange County Music and Dance, Inc.	20134004094	1,000.00 06/30/2022
06/17/2022	OXFO000--Oxford Consulting Services, Inc.	20134004135	900.00 06/30/2022
06/17/2022	HIGH013--High Desert Gymnastics Center	20134004195	805.00 06/30/2022
06/17/2022	AJTS000--Anna Joseph Tutoring Services	20134004131	750.99 06/30/2022
06/17/2022	RAIN003--Rainbow Resource Center	20134004184	733.36 06/30/2022
06/17/2022	SHAN001--Shanelle Gray Studios	20134004179	700.00 06/30/2022
06/17/2022	AMER004--American Tiger Martial Arts & Fitness	20134004157	576.00 06/30/2022
06/17/2022	STUD002--Studio Claremont	20134004093	530.00 06/30/2022
06/17/2022	CYNT000--Cynthia Dapello	20134004180	475.00 06/30/2022
06/17/2022	CREA002--Creative Learning Place	20134004117	452.38 06/30/2022
06/17/2022	TEME006--Temecula Valley Driving School	20134004111	3,587.00 06/30/2022
06/17/2022	BRID000--Bridell Institute	20134004109	2,895.78 06/30/2022
06/17/2022	CLAS002--Classical Learning Resource Center	20134004123	1,815.00 06/30/2022
06/17/2022	JERE000--Jeremy Burgan, Music Instruction	20134004159	1,505.00 06/30/2022
06/17/2022	AMER002--American Martial Arts Academy Placentia/Yorba Lin	20134004173	1,482.15 06/30/2022
06/17/2022	BLOS000--Blossom Hill Ranch	20134004119	1,420.00 06/30/2022
06/17/2022	BLUE001--Blue Moxie Art	20134004127	1,400.00 06/30/2022
06/17/2022	APPL001--Applause Music Academy	20134004114	1,057.00 06/30/2022
06/17/2022	HARM000--Harmony Studios	20134004151	1,057.00 06/30/2022
06/17/2022	NEIG000--Neighborhood Music School - VCI	20134004197	980.50 06/30/2022
06/17/2022	NATE000--Nate and Alice Music Studio	20134004107	922.50 06/30/2022
06/17/2022	CNF0001--Code Ninjas - Fullerton	20134004187	911.00 06/30/2022
06/17/2022	CALI006--California Climbing School	20134004155	890.00 06/30/2022
06/17/2022	STEP002--Stepping Stones Riding Program	20134004098	850.00 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/17/2022	ICET000--Ice Town - Riverside	20134004133	732.50 06/30/2022
06/17/2022	TORR000--Torres Fine Arts Instruction	20134004147	700.00 06/30/2022
06/17/2022	CJWA0001--Caique Jiu Jitsu Walnut Academy	20134004160	600.00 06/30/2022
06/17/2022	THOU001--Gracie Morumbi Academy	20134004108	597.00 06/30/2022
06/17/2022	KATH003--Kathy Ashdown	20134004110	540.00 06/30/2022
06/17/2022	CORO000--Corona Inline	20134004124	460.00 06/30/2022
06/17/2022	BEAU003--Beaumont Music Centre	20134004158	4,345.00 06/30/2022
06/17/2022	AA00001--Ark Academy	20134004134	3,545.00 06/30/2022
06/17/2022	HUCK000--Huckleberry Center for Creative Learning	20134004191	3,089.39 06/30/2022
06/17/2022	MWMM0001--Math with Mrs. Mowery	20134004143	3,037.00 06/30/2022
06/17/2022	COAS001--Coastline Academy	20134004120	1,916.00 06/30/2022
06/17/2022	PORT001--Portal Languages - Fullerton	20134004149	1,521.00 06/30/2022
06/17/2022	AOL0001--Art of Illusions	20134004165	1,490.00 06/30/2022
06/17/2022	MMS000--M&M Surfing School	20134004177	1,425.00 06/30/2022
06/17/2022	KIWI000--KiwiCo (Formerly Kiwi Crate)	20134004144	604.86 06/30/2022
06/17/2022	HOME002--Homeschool Buyers Co-op	20134004146	136.95 06/30/2022
06/17/2022	HIST000--History Unboxed LLC	20134004106	111.80 06/30/2022
06/17/2022	GARD000--Gardener's Supply Company *	20134004201	2.63 06/30/2022
06/21/2022	EMPL0000--Employee Separation or Payment Errors	001135	4,687.71 06/30/2022
06/21/2022	MAUR000--Admin - Mauricio Arambula	Voided - 134003950	(435.26) 06/30/2022
06/21/2022	EMPL0000--Employee Separation or Payment Errors	Voided - 001132	(572.44) 06/30/2022
06/21/2022	EMPL0000--Employee Separation or Payment Errors	Voided - 001130	(2,413.95) 06/30/2022
06/22/2022	EMPL0000--Employee Separation or Payment Errors	001136	2,651.08 06/30/2022
06/22/2022	UNIV002--University of Redlands Community School of Music	134004190	506.75 06/30/2022
06/22/2022	IF0001--Iris Farms	134004189	415.00 06/30/2022
06/22/2022	XTRE001--West Coast Krav Maga Murrieta	134004124	227.60 06/30/2022
06/22/2022	ROCK006--Rockstars of Tomorrow - Riverside	134004186	221.33 06/30/2022
06/22/2022	EFFE000--Effectual Educational Consulting Services	134004156	1,435.00 In Transit
06/22/2022	LITT005--Little Ears Therapy Center	134004201	800.00 06/30/2022
06/22/2022	MKKM0001--Moorpark Karate & Krav Maga	134004173	706.90 In Transit
06/22/2022	METR000--Field Trip - Metropolitan Educational Theatre Netw	134004143	600.00 In Transit
06/22/2022	CLEA002--British Swim School	134004134	515.00 In Transit
06/22/2022	ROXA000--Roxane Wagner-Hollier	134004153	480.00 06/30/2022
06/22/2022	ARTS006--Art Steps, Inc - Yorba Linda, Laguna Hills, Costa	134004131	279.70 06/30/2022
06/22/2022	MISS003--Mission Renaissance	134004135	568.29 06/30/2022
06/22/2022	SHAR003--Lake Arrowhead School of Dance	134004128	182.50 In Transit
06/22/2022	ERIC005--Lessons with Eric	134004133	162.50 In Transit
06/22/2022	CLAR001--Claremont Club, The	134004154	120.00 In Transit
06/22/2022	BONN000--Bonnie Culotta	134004195	90.00 In Transit
06/22/2022	CREA003--Creating New Pathways	134004113	120.00 In Transit
06/22/2022	SAML0001--Dasana Sports - Multiple Locations	134004079	108.00 06/30/2022
06/22/2022	DJSML0001--Dave Janssen's School of Music LLC	134004119	70.00 In Transit
06/22/2022	JOST000--Josten's	134004101	38.33 06/30/2022
06/22/2022	SHAR003--Lake Arrowhead School of Dance	134004111	32.50 In Transit
06/22/2022	SCTNI0001--SPED - Children's Therapy Network Inc	134004108	402.50 06/30/2022
06/22/2022	INST002--Institute of Art Music and Science	134004091	354.16 In Transit
06/22/2022	FOXH000--Fox Haven Farm	134004084	300.00 In Transit
06/22/2022	ASHL000--Compassionate Tutoring	134004083	240.00 In Transit
06/22/2022	WATE003--Waterworks Aquatics Huntington Beach	134004114	230.00 In Transit
06/22/2022	VICT007--Victory Martial Arts of CA	134004089	937.50 In Transit
06/22/2022	CHAR003--Charter Oak Gymnastics Inc	134004093	898.75 In Transit
06/22/2022	step005--Stepping Stones Therapy, Inc	134004080	875.00 06/30/2022
06/22/2022	PEDI000--SPED - Pediatric Therapy Associates	134004122	870.00 In Transit
06/22/2022	SYLV009--Sylvan Learning - Redlands	134004107	812.00 06/30/2022
06/22/2022	ASD0001--ADMIN - Sharon Duncan	134004085	550.00 06/30/2022
06/22/2022	XPRES000--XPress Graphics and Printing	134004104	427.27 06/30/2022
06/22/2022	TSWT000--TSW Therapy, Inc.	134004112	1,350.00 06/30/2022
06/22/2022	BUMB000--Bumblebunch Sewing Studio	134004110	1,275.00 06/30/2022
06/22/2022	UNIV002--University of Redlands Community School of Music	134004116	1,216.00 06/30/2022
06/22/2022	ELCA000--El Camino Ranch LLC	134004100	1,100.00 In Transit
06/22/2022	FOIL000--San Dimas Fencing Academy	134004088	975.00 In Transit
06/22/2022	CLAR000--Claremont Chefs Academy	134004096	970.00 06/30/2022
06/22/2022	MATH019--Mathnasium of Redondo Beach	134004098	969.50 06/30/2022
06/22/2022	TERR000--Terra Arts Foundation	134004082	5,699.75 06/30/2022
06/22/2022	LITT005--Little Ears Therapy Center	134004094	3,960.00 06/30/2022
06/22/2022	WATE002--Waterworks Aquatics Carlsbad	134004097	2,919.00 In Transit
06/22/2022	WATE005--Waterworks Aquatics Pasadena	134004120	2,488.94 In Transit
06/22/2022	SANT000--Santa Barbara Zoo	134004087	2,460.00 In Transit
06/22/2022	AMES0001--Admin - Mindspring Education Center	134004109	1,906.25 06/30/2022
06/22/2022	NORC000--Norcott Music Studios	134004118	1,736.13 In Transit
06/22/2022	WATE004--Waterworks Aquatics Irvine	134004092	1,527.00 In Transit

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Date	Payee	Document No	Amount Cleared
06/22/2022	ANCH000--Anchor Counseling & Education Solutions, LLC	134004115	1,450.00 In Transit
06/22/2022	JUMP000--Jump and Schout Therapy, Inc.	134004095	1,375.00 06/30/2022
06/22/2022	PLAY001--Play-based Learning Academy, LLC - Chino Hills	134004099	5,763.04 In Transit
06/22/2022	JANE005--Janet E Kohtz, O.D	134004123	2,580.00 06/30/2022
06/22/2022	CASB000--ADMIN - CASBO	134004077	3,500.00 06/30/2022
06/22/2022	ARJJ0001--Ashleigh Reyes Jiu Jitsu	134004121	3,050.00 In Transit
06/22/2022	CONE000--Conejo Recreation and Park District	134004081	2,775.00 06/30/2022
06/22/2022	AWACC0001--Admin - Whittier Area Community Church	134004086	1,500.00 In Transit
06/22/2022	WEND000--Wendy Cleaning Services	134004106	405.00 In Transit
06/22/2022	ZDLC0001--Zuleima De La Cruz	134004102	40.01 06/30/2022
06/22/2022	UPS000--ADMIN - UPS	134004103	922.32 06/30/2022
06/22/2022	KRIS001--Krista Woodgrift	134004105	224.94 06/30/2022
06/22/2022	LEAN000--Leann Snee	134004090	113.49 In Transit
06/22/2022	VANE000--Vanessa Moreno	134004117	91.85 06/30/2022
06/23/2022	WILL001--William W. Hall	HallJune22	500.00 06/30/2022
06/23/2022	SUSA001--Susan Houle	HouleJun22	500.00 06/30/2022
06/23/2022	MICH000--Michael P. Humphrey	HumphJun22	500.00 06/30/2022
06/23/2022	PETE000--Peter Matz	MatzJune22	500.00 06/30/2022
06/23/2022	STEV000--Steve Fraire	ACHJune22	500.00 06/30/2022
06/23/2022	MAUR000--Admin - Mauricio Arambula	001137	654.26 06/30/2022
06/23/2022	STRO001--Strongmind Inc.	134004212	5,750.00 06/30/2022
06/23/2022	EFFE000--Effectual Educational Consulting Services	134004218	3,025.00 06/30/2022
06/23/2022	AK0001--Admin - Kami	134004213	2,500.00 In Transit
06/23/2022	YMC000--ADMIN - Young, Minney & Corr, LLP	134004220	945.50 06/30/2022
06/23/2022	ERIC002--ADMIN - Erickson Law Firm	134004214	661.50 In Transit
06/23/2022	SANT000--Santa Barbara Zoo	134004215	210.00 In Transit
06/23/2022	SPAR529--ADMIN - Sparkletts and Sierra Springs	134004217	197.56 In Transit
06/23/2022	ATKI000--Atkinson, Andelson, Loya, Ruud & Romo Profes- sional Corp.	134004219	118.00 In Transit
06/23/2022	HATC000--Hatch and Cesario, Attorneys-at-Law	134004216	82.50 In Transit
06/23/2022	step005--Stepping Stones Therapy, Inc	134004158	125.00 06/30/2022
06/23/2022	S4H0001--Success 4 Hoopz	134004136	120.00 In Transit
06/23/2022	ROSE000--Rose Bowl Aquatics Center	134004125	108.00 In Transit
06/23/2022	DRAW002--Drawn2Art - Glendora (formerly Kids Art)	134004130	101.00 In Transit
06/23/2022	5EMA000--5 Elements Martial Arts & Wellness Center	134004182	75.00 In Transit
06/23/2022	FIRE001--Firestorm Freerunning & Acrobatics	134004204	70.00 In Transit
06/23/2022	VENT003--Ventura Music School	134004194	65.00 In Transit
06/23/2022	WEST006--West Coast Krav Maga Wildomar	134004148	48.87 06/30/2022
06/23/2022	GYMN000--GymnastiKids, Inc	134004165	42.50 06/30/2022
06/23/2022	YOUN003--Young Actors Space	134004139	40.00 06/30/2022
06/23/2022	TOPB000--Top Billing Entertainment	134004149	30.00 06/30/2022
06/23/2022	MONA000--Monarchs National Gymnastics Training Center Agour	134004171	29.50 06/30/2022
06/23/2022	KUMO008--Kumon Math and Reading Center of Stevenson Ranch	134004170	440.00 In Transit
06/23/2022	URBA000--Urban Homeschoolers	134004196	440.00 06/30/2022
06/23/2022	TEME009--Temecula Triton Swim Club	134004127	425.00 In Transit
06/23/2022	DOUG000--SPED - Dr. Douglas Stephey (Optometrist)	134004152	350.00 06/30/2022
06/23/2022	SYLV019--Sylvan Learning - Etiwanda	134004137	327.63 In Transit
06/23/2022	PLEA000--Pleasant Valley Recreation & Park District	134004191	324.00 06/30/2022
06/23/2022	ADAN000--A Dancers Pointe	134004176	318.00 In Transit
06/23/2022	SYLV002--Sylvan Learning - Claremont	134004183	290.00 In Transit
06/23/2022	UNIV003--Universal Martial Arts Center	134004192	286.00 In Transit
06/23/2022	REIN000--Reinvention Unlimited, Inc	134004177	280.00 In Transit
06/23/2022	IVYK000--Ivy Kids LLC	134004168	263.50 In Transit
06/23/2022	EAST000--Eastvale Athletics, LLC	134004208	234.00 In Transit
06/23/2022	PART000--SPED - Partners in Special Education	134004155	195.00 In Transit
06/23/2022	LITT003--Little School of Music	134004141	180.00 In Transit
06/23/2022	CLUB001--Club Z! Tutoring	134004159	177.00 06/30/2022
06/23/2022	STUD000--Studies Weekly	134004193	161.35 06/30/2022
06/23/2022	WILD000--Wild About Art	134004206	151.67 06/30/2022
06/23/2022	CDWG000--CDW Government LLC	134004203	151.20 In Transit
06/23/2022	TIME000--Time 4 Learning	134004162	150.00 06/30/2022
06/23/2022	CLAR000--Claremont Chefs Academy	134004180	130.00 06/30/2022
06/23/2022	WATE003--Waterworks Aquatics Huntington Beach	134004199	732.00 In Transit
06/23/2022	PREC001--Precision Gymnastics	134004166	720.67 In Transit
06/23/2022	GSES0001--Golden Star Educational Services (GSES)	134004175	650.00 06/30/2022
06/23/2022	JANE005--Janet E Kohtz, O.D	134004172	640.00 06/30/2022
06/23/2022	FRON217--Frontier Communications	134004146	635.48 06/30/2022
06/23/2022	LSN001--Admin - LifeSigns Now	134004161	624.00 06/30/2022
06/23/2022	ELIT000--Elite Dance Academy of Orange County	134004181	520.35 In Transit

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Date	Payee	Document No	Amount Cleared
06/23/2022	MOUN000--Eaton Advanced School of the Arts and Education (E)	134004174	450.00 In Transit
06/23/2022	GARD000--Gardener's Supply Company *	20134004479	40.50 06/30/2022
06/23/2022	CONF001--Confident Classroom,The	20134004314	40.00 06/30/2022
06/23/2022	OWLC000--Owlcrate Enterprises Inc	20134004423	38.98 06/30/2022
06/23/2022	JENS000--Jensen's Piano	20134004569	33.50 06/30/2022
06/23/2022	HANG001--Hangar 18 - Signal Hill	20134004520	29.36 06/30/2022
06/23/2022	AATJPAC0001--And All That Jazz! Performing Arts Center	20134004350	25.00 06/30/2022
06/23/2022	STEP004--Stephanie Reyes	20134004361	25.00 06/30/2022
06/23/2022	REDL000--Redlands Art Association	20134004394	21.67 06/30/2022
06/23/2022	ML0001--Mary Longbottom	20134004555	20.00 06/30/2022
06/23/2022	ELEM000--Elemental Science Inc.	20134004325	18.00 06/30/2022
06/23/2022	GIRL000--Girls Can! Crate	20134004351	14.00 06/30/2022
06/23/2022	MOND000--Mondi M Taylor Music Academy	20134004461	100.00 06/30/2022
06/23/2022	WPE0001--Whispering Pines Eventing	20134004396	100.00 06/30/2022
06/23/2022	YMCA000--YMCA Orange County	20134004507	100.00 06/30/2022
06/23/2022	LD0001--Lydia DiCola	20134004356	95.00 06/30/2022
06/23/2022	VIBE000--Vibe Performing Arts	20134004456	91.25 06/30/2022
06/23/2022	MRABMTP0001--Mary Resenbeck's Academic-Based Musical Theater Pr	20134004474	87.00 06/30/2022
06/23/2022	RAVI000--Raviv Moore	20134004523	80.00 06/30/2022
06/23/2022	AF0001--Altitude Fitness	20134004312	80.00 06/30/2022
06/23/2022	JTML0001--Janice Thepsi Music Lessons	20134004486	80.00 06/30/2022
06/23/2022	LANG003--Language Door, Inc.	20134004452	80.00 06/30/2022
06/23/2022	WANN000--Wanna Learn Piano	20134004300	70.00 06/30/2022
06/23/2022	MAST001--Master Lee's Kung Fu San Soo	20134004568	65.00 06/30/2022
06/23/2022	BEAC000--Beachside Crossfit	20134004338	60.00 06/30/2022
06/23/2022	CPAA0001--Carlsbad Performing Arts Academy	20134004522	60.00 06/30/2022
06/23/2022	WCPL0001--weXplore LLC	20134004373	60.00 06/30/2022
06/23/2022	ENCO001--Encore Dance Studio LLC	20134004430	52.88 06/30/2022
06/23/2022	BODY000--BODYDYNAMICS	20134004316	52.00 06/30/2022
06/23/2022	SPEL002--SpellVille Tutoring	20134004402	50.00 06/30/2022
06/23/2022	CSO000--The Collaborative Charter Services Organization	20134004370	49.00 06/30/2022
06/23/2022	MICH002--Michelles Keys Piano Studio	20134004502	47.00 06/30/2022
06/23/2022	AMSL0001--Airshine Music School LLC	20134004344	149.75 06/30/2022
06/23/2022	MATH004--Mathnasium of Brea	20134004425	143.25 06/30/2022
06/23/2022	ENDE000--Endeavor Gymnastics	20134004471	142.50 06/30/2022
06/23/2022	RAIN003--Rainbow Resource Center	20134004553	138.89 06/30/2022
06/23/2022	AGIL000--Agility Kids	20134004352	136.05 06/30/2022
06/23/2022	ROCK007--Rockstars of Tomorrow - La Verne	20134004533	127.50 06/30/2022
06/23/2022	CNF0001--Code Ninjas - Fullerton	20134004532	124.00 06/30/2022
06/23/2022	APPL001--Applause Music Academy	20134004513	122.50 06/30/2022
06/23/2022	KIMS002--Kim's Taekwondo Institute	20134004377	120.00 06/30/2022
06/23/2022	LEAN001--Leanna Hamilton	20134004481	120.00 06/30/2022
06/23/2022	29PA000--29 Palms Creative Center & Gallery	20134004451	120.00 06/30/2022
06/23/2022	MATH021--Mathnasium of Sherman Oaks	20134004419	120.00 06/30/2022
06/23/2022	HIST001--History with Janice Kong	20134004432	115.00 06/30/2022
06/23/2022	VDC0001--Vento Dance Company	20134004337	114.00 06/30/2022
06/23/2022	MOHR000--Mohr Music School	20134004386	110.00 06/30/2022
06/23/2022	DANT000--Dan Taylor Karate	20134004401	109.00 06/30/2022
06/23/2022	MATH018--Mathnasium of Rancho Cucamonga	20134004363	108.75 06/30/2022
06/23/2022	DANC003--Dance Spectrum - Wardlow Enterprises, Inc.	20134004324	105.00 06/30/2022
06/23/2022	TEME001--Temecula Music Academy	20134004536	105.00 06/30/2022
06/23/2022	MADD001--Mad Dog Math - Julie Kotoff (Materials)	20134004375	100.68 06/30/2022
06/23/2022	NOS000--National Online Scholars	20134004559	700.00 06/30/2022
06/23/2022	STEM000--STEM Center USA	20134004570	685.00 06/30/2022
06/23/2022	KIDZ000--Kidz Rock LLC	20134004462	629.00 06/30/2022
06/23/2022	HDCLSA0001--High Desert Cheer LLC Spirit Athletics	20134004463	620.00 06/30/2022
06/23/2022	BLUE000--Blue Buoy Swim School	20134004412	485.00 06/30/2022
06/23/2022	MELI000--Melissa Christensen	20134004413	480.00 06/30/2022
06/23/2022	VENT004--Ventura Wild (with Ventura Land Trust)	20134004473	392.00 06/30/2022
06/23/2022	SS0001--Studio Sapphire	20134004503	383.00 06/30/2022
06/23/2022	JACA000--Jacaranda Music Studios, LLC - Brea	20134004410	300.00 06/30/2022
06/23/2022	AMER002--American Martial Arts Academy Placentia/Yorba Lin	20134004488	262.80 06/30/2022
06/23/2022	WILL004--Williamsburg Educational Services	20134004438	249.00 06/30/2022
06/23/2022	JYST000--JYS Taekwondo	20134004397	239.00 06/30/2022
06/23/2022	CROS004--CrossFit Point A	20134004514	220.00 06/30/2022
06/23/2022	CANDI000--Candi Chavez Piano Studio	20134004435	189.00 06/30/2022
06/23/2022	IRMA000--Irma D. Salcido	20134004508	189.00 06/30/2022
06/23/2022	GMAAS0001--Glendora Music and Arts School	20134004444	171.25 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/23/2022	LEWI001--Lewis Music Academy Inc	20134004310	169.63 06/30/2022
06/23/2022	CCE0001--Clear Compass Equestrian	20134004360	165.00 06/30/2022
06/23/2022	CNLA0001--Code Ninjas Los Alamitos	20134004455	150.00 06/30/2022
06/23/2022	JORU0000--Jorunn Phipps Piano Lessons	20134004391	150.00 06/30/2022
06/23/2022	M3CR000--M3 Creative Academy	20134004376	842.00 06/30/2022
06/23/2022	HUGO000--Hugo's Gym Fitness	20134004382	738.75 06/30/2022
06/23/2022	NHCM000--NHC Martial Arts & Fitness	20134004303	698.00 06/30/2022
06/23/2022	JERE000--Jeremy Burgan, Music Instruction	20134004491	665.00 06/30/2022
06/23/2022	MIND001--Murrieta Brain Training	20134004381	547.26 06/30/2022
06/23/2022	BLOS000--Blossom Hill Ranch	20134004566	510.00 06/30/2022
06/23/2022	MUSI010--Music Abode, The	20134004334	505.00 06/30/2022
06/23/2022	ACL0001--A Creative Learner	20134004458	440.00 06/30/2022
06/23/2022	ATAS000--ATA Success Martial Arts	20134004535	425.00 06/30/2022
06/23/2022	ATCC000--ATC Corona Inc	20134004321	401.00 06/30/2022
06/23/2022	LIGH000--Lighthouse Education Center, Inc.	20134004464	384.00 06/30/2022
06/23/2022	DKTU000--DK Tutoring	20134004527	302.50 06/30/2022
06/23/2022	MCGR000--McGraw-Hill School Education LLC	20134004362	296.15 06/30/2022
06/23/2022	PORT000--Portal Languages - Costa Mesa	20134004515	274.00 06/30/2022
06/23/2022	FRAN001--Buzzy Mae Music Academy	20134004434	249.16 06/30/2022
06/23/2022	KUMO006--Kumon Math and Reading Center of Whittier	20134004395	240.00 06/30/2022
06/23/2022	MOUN002--Mountain Lyrical Private Studio	20134004468	200.00 06/30/2022
06/23/2022	AMER001--American Martial Arts Academy - Fullerton Campus	20134004323	199.95 06/30/2022
06/23/2022	GRAC006--Gracie Temecula Brazilian Jiu Jitsu	20134004524	179.00 06/30/2022
06/23/2022	JUST000--Justice Bee Tutoring	20134004318	175.00 06/30/2022
06/23/2022	LORI005--Lori's Tutoring	20134004393	1,165.00 06/30/2022
06/23/2022	DANC004--Dance Star Academy of Performing Arts	20134004400	943.42 06/30/2022
06/23/2022	WMTU000--WM Tutoring Services	20134004525	700.00 06/30/2022
06/23/2022	MUSI011--Music Alley School of the Arts	20134004475	540.00 06/30/2022
06/23/2022	SCT0001--STEAM Center, The	20134004422	520.00 06/30/2022
06/23/2022	STAR008--Stars Gymnastics LLC	20134004388	473.50 06/30/2022
06/23/2022	REDL002--Redlands Gymnastics Club	20134004518	471.10 06/30/2022
06/23/2022	INTR000--Intro 2 Skateboarding	20134004548	465.00 06/30/2022
06/23/2022	AMYS001--Piano with Miss Amy	20134004572	450.00 06/30/2022
06/23/2022	WATE000--Waterfront Education *	20134004365	345.00 06/30/2022
06/23/2022	VENT001--Ventura County Music Academy	20134004558	340.00 06/30/2022
06/23/2022	CLAR002--Claremont Community School of Music	20134004542	337.00 06/30/2022
06/23/2022	CHIL001--Children's Music Academy- La Mirada	20134004389	335.00 06/30/2022
06/23/2022	DUNA000--Dunamix Dance Project	20134004374	286.25 06/30/2022
06/23/2022	TCOF0001--Tutoring Club of Fallbrook	20134004414	264.00 06/30/2022
06/23/2022	4THE000--4 The Love of Horses	20134004385	262.50 06/30/2022
06/23/2022	FUNW000--Fun with Horses	20134004305	254.14 06/30/2022
06/23/2022	GRYP000--Gryphon Fitness Studio	20134004383	245.00 06/30/2022
06/23/2022	VICT005--Victory Aquatics (Piranha Swim Team)	20134004571	220.00 06/30/2022
06/23/2022	BT0001--Beach Tutors	20134004469	195.00 06/30/2022
06/23/2022	BSFSFVSA0001--Baby Swim Float Swim / French Valley Swim Academy	20134004354	750.00 06/30/2022
06/23/2022	KATH003--Kathy Ashdown	20134004512	600.00 06/30/2022
06/23/2022	KUMO005--Kumon Math and Reading Center of Burbank West	134004187	595.00 06/30/2022
06/23/2022	MWMM0001--Math with Mrs. Mowery	20134004317	538.00 06/30/2022
06/23/2022	AMAZ000--Amazon	20134004392	523.27 06/30/2022
06/23/2022	VICT007--Victory Martial Arts of CA	134004197	187.50 In Transit
06/23/2022	KUMO010--Kumon Math and Reading Center of Cerritos	20134004537	160.00 06/30/2022
06/23/2022	MYLE000--My Learning Studio	20134004447	160.00 06/30/2022
06/23/2022	FLBPT0001--Friends of Leaps & Bounds - Horseback Riding	20134004369	135.00 06/30/2022
06/23/2022	PATR001--Patricia Morrow	20134004472	120.00 06/30/2022
06/23/2022	CONE000--Conejo Recreation and Park District	134004160	93.00 06/30/2022
06/23/2022	CYPR000--Cyprian Studios	20134004339	80.00 06/30/2022
06/23/2022	TRIF000--TriFytt Sports	20134004448	65.00 06/30/2022
06/23/2022	PSAL000--Psalm 33 Music	20134004519	60.00 06/30/2022
06/23/2022	MISS001--Miss Crady the Math Lady	20134004359	45.00 06/30/2022
06/23/2022	SETH000--Kaser Arts	134004164	30.00 In Transit
06/23/2022	LAHA000--La Habra Yamaha Music School	134004179	17.72 06/30/2022
06/23/2022	INLA005--Inland Conservatory For The Performing Arts, Inc.	134004147	480.00 In Transit
06/23/2022	OFFI000--Office Depot *	20134004563	25.03 06/30/2022
06/23/2022	JOOB000--Joobilo	20134004341	8,953.85 06/30/2022
06/23/2022	ANCH000--Anchor Counseling & Education Solutions, LLC	134004200	715.00 In Transit
06/23/2022	MYFO000--My Focus TKD - Yucaipa	20134004510	689.00 06/30/2022
06/23/2022	ROCK005--Rockstars of Tomorrow - Norco/Chino Hills	134004198	574.50 In Transit
06/23/2022	PASA001--Pasadena Conservatory of Music	20134004484	375.00 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/23/2022	SYLV011--Sylvan Learning Center - Riverside	134004140	232.00 In Transit
06/23/2022	SUSA003--Susan Sanders	20134004416	180.00 06/30/2022
06/23/2022	PROT000--Protege Education	20134004328	166.00 06/30/2022
06/23/2022	ROYA001--Royal Academy: The Sound of Music, Inc	20134004443	132.00 06/30/2022
06/23/2022	REDL008--Redlands Music Lessons	20134004336	120.00 06/30/2022
06/23/2022	USMU000--US Music Lessons	20134004509	51.00 06/30/2022
06/23/2022	ACAD009--Academic Chess - Los Angeles - WG	20134004345	42.00 06/30/2022
06/23/2022	SAML0001--Dasana Sports - Multiple Locations	134004202	36.00 06/30/2022
06/23/2022	JACK000--JackKris Publishing, LLC	134004151	34.99 In Transit
06/23/2022	DONJ000--Don Johnston Incorporated	134004205	1,944.00 In Transit
06/23/2022	LASC000--LA School of Gymnastics	20134004567	600.00 06/30/2022
06/23/2022	OLYM000--Olympia Training Center	20134004495	576.86 06/30/2022
06/23/2022	OXFO000--Oxford Consulting Services, Inc.	20134004526	550.00 06/30/2022
06/23/2022	BEAU003--Beaumont Music Centre	20134004358	531.67 06/30/2022
06/23/2022	JOAN000--Joanna Xu	20134004320	480.00 06/30/2022
06/23/2022	CALI004--California Gymnastics	20134004424	416.50 06/30/2022
06/23/2022	ICET000--Ice Town - Riverside	20134004453	396.25 06/30/2022
06/23/2022	PHR0001--Providence Heart Ranch	20134004506	394.42 06/30/2022
06/23/2022	GRAC004--Gracie Barra Upland	20134004407	360.00 06/30/2022
06/23/2022	CYNT000--Cynthia Dapello	20134004478	263.00 06/30/2022
06/23/2022	DEBB000--Debbie's Music Studio	134004126	160.00 06/30/2022
06/23/2022	SPTAI0001--SPED - Professional Tutors of America, Inc	134004210	160.00 In Transit
06/23/2022	HIGH013--High Desert Gymnastics Center	20134004466	156.50 06/30/2022
06/23/2022	SYLV009--Sylvan Learning - Redlands	134004188	116.00 In Transit
06/23/2022	ROND000--Ronda Rubio	20134004564	96.00 06/30/2022
06/23/2022	CHM0001--Cal Heights Music	20134004403	80.00 06/30/2022
06/23/2022	NHOHMO0001--Noelani's Halau o hula Mo'olelo	20134004552	79.00 06/30/2022
06/23/2022	KICK000--Kick It Up Kidz LLC	20134004487	65.50 06/30/2022
06/23/2022	BURB001--Burbank Music Academy	20134004330	30.00 06/30/2022
06/23/2022	LAHA001--La Habra Music Center	134004150	648.00 06/30/2022
06/23/2022	EXPO000--Exponential Tutoring	134004178	495.00 In Transit
06/23/2022	CRTS0001--Canty Rune Training Stables	134004209	385.00 In Transit
06/23/2022	CRES000--Crescendo Performing Arts Academy	134004207	299.00 06/30/2022
06/23/2022	SCTNI0001--SPED - Children's Therapy Network Inc	134004142	273.75 06/30/2022
06/23/2022	DELA000--Delano Athletica Gymnastics	134004157	245.00 In Transit
06/23/2022	NORC000--Norcott Music Studios	134004138	200.00 In Transit
06/23/2022	WATE004--Waterworks Aquatics Irvine	134004129	194.00 In Transit
06/23/2022	GRAC001--Gracie Barra Corona	134004163	165.68 In Transit
06/23/2022	DRAW006--Drawn2Art - Rancho Cucamonga (formerly Kids Art)	134004167	148.00 In Transit
06/23/2022	YAMA000--Yamaha Music Academy of Fountain Valley	134004169	145.00 In Transit
06/23/2022	KL0001--Karin Leonard	134004211	135.00 06/30/2022
06/23/2022	ADVE001--Adventures in the Schoolhouse	134004184	105.00 In Transit
06/23/2022	MODE000--New Modern Music School US Inc.	134004145	89.50 In Transit
06/23/2022	ARTS003--Art Studio, The - Pasadena	134004144	87.50 In Transit
06/23/2022	ALYS000--Alyssa Westphal	134004132	60.00 In Transit
06/23/2022	KERR000--Kerri McComb Music Lessons	134004185	50.00 06/30/2022
06/23/2022	GOLD000--Gold Coast Gymnastics	20134004366	20.00 06/30/2022
06/23/2022	HOME000--Home Science Tools	20134004420	14.43 06/30/2022
06/23/2022	ACAD001--Academic Chess - Orange County	20134004547	12.00 06/30/2022
06/23/2022	AJJCT0001--Americana Jiu Jitsu Collective, The	20134004427	66.30 06/30/2022
06/23/2022	PBCWLH0001--Private Ballet Coaching with Lauren Henry	20134004490	63.67 06/30/2022
06/23/2022	JILL000--Jill Sturkie	20134004457	60.00 06/30/2022
06/23/2022	JV0001--Jamilet Villanueva	20134004494	60.00 06/30/2022
06/23/2022	SOCA005--SoCal Singer Studio	20134004367	60.00 06/30/2022
06/23/2022	ACAD003--Academy 831	20134004404	56.00 06/30/2022
06/23/2022	STEP002--Stepping Stones Riding Program	20134004492	55.00 06/30/2022
06/23/2022	ACAD004--Academy Of Ballet Arts	20134004442	54.25 06/30/2022
06/23/2022	AQUA002--Aquatc Explorations & Safety Training	20134004379	50.00 06/30/2022
06/23/2022	BEAR001--Bear City Jiu Jitsu Academy	20134004315	50.00 06/30/2022
06/23/2022	NOON000--Noonan Family Swim School - Murrieta	20134004529	48.50 06/30/2022
06/23/2022	SPOT000--Spotlight Unlimited Studio	20134004333	43.33 06/30/2022
06/23/2022	NMFY0001--Newport Mesa Family YMCA	20134004326	40.00 06/30/2022
06/23/2022	ELEV001--Elevated Martial Arts and Fitness	20134004562	37.50 06/30/2022
06/23/2022	STAP000--Staples *	20134004409	37.11 06/30/2022
06/23/2022	YMCA002--Fullerton Family YMCA	20134004348	36.36 06/30/2022
06/23/2022	SOCA002--SoCal Krav Maga	20134004349	31.35 06/30/2022
06/23/2022	AAIE0001--Amazing Athletes Inland Empire	20134004551	26.00 06/30/2022
06/23/2022	HANG000--Hangar 18 - East Riverside	20134004557	22.00 06/30/2022
06/23/2022	ANAH000--Anaheim Ballet School	20134004417	20.00 06/30/2022
06/23/2022	H18A0001--Hangar 18 - Arcadia	20134004565	127.50 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/23/2022	SAMP001--Sampa Brazilian Jiu Jitsu - Walnut	20134004477	120.00 06/30/2022
06/23/2022	JEFF003--Jeff Speakmans Kenpo Pasadena	20134004405	113.40 06/30/2022
06/23/2022	HART000--Hart Academy of Dance, Inc.	20134004446	111.00 06/30/2022
06/23/2022	HARM000--Harmony Studios	20134004308	102.00 06/30/2022
06/23/2022	AVPA000--AVPA at La Sierra University	20134004465	100.00 06/30/2022
06/23/2022	CHRI003--Christine Charley	20134004431	100.00 06/30/2022
06/23/2022	INSP004--Inspired By Kingston	20134004332	100.00 06/30/2022
06/23/2022	PHRI0001--Pony Hayvin Ranch, Inc.	20134004378	100.00 06/30/2022
06/23/2022	MATH012--Mathnasium of Glendora	20134004550	100.00 06/30/2022
06/23/2022	STUD003--Studio K Dance Center	20134004304	90.00 06/30/2022
06/23/2022	ADVE000--Adventures for Young Explorers	20134004368	90.00 06/30/2022
06/23/2022	JANE001--Jane Harrison	20134004353	84.00 06/30/2022
06/23/2022	TRAD000--Traditional Equitation School	20134004433	80.00 06/30/2022
06/23/2022	PAUL002--Paul Zuill	20134004428	80.00 06/30/2022
06/23/2022	ROCK004--Rockside Music Studios	20134004500	80.00 06/30/2022
06/23/2022	STEPH000--Stephanie Hudson	20134004371	75.00 06/30/2022
06/23/2022	SWIM000--Swim to Shore	20134004335	72.50 06/30/2022
06/23/2022	NEWC000--New California Conservatory - Music Lessons	20134004561	70.00 06/30/2022
06/23/2022	INLA001--Inland Empire Tae Kwon Do Academy	20134004347	66.34 06/30/2022
06/23/2022	FMGLLL0001--Freedom in Motion Gym LLC - Loma Linda	20134004554	659.00 06/30/2022
06/23/2022	HOPE000--Hope Ranch, LLC	20134004411	210.00 06/30/2022
06/23/2022	INST003--Institute of Inquiry	20134004406	210.00 06/30/2022
06/23/2022	ARTA001--Art and Soul Collective	20134004408	200.00 06/30/2022
06/23/2022	YMCA005--Mission Viejo YMCA	20134004309	200.00 06/30/2022
06/23/2022	REAL003--Real2Reel Kids	20134004545	200.00 06/30/2022
06/23/2022	PALM000--Palmdale School of Music	20134004364	187.50 06/30/2022
06/23/2022	TEME002--Temecula Music Teacher, LLC	20134004440	183.00 06/30/2022
06/23/2022	SI0001--Superabillitee, Inc.	20134004476	180.00 06/30/2022
06/23/2022	DEAN000--De Angelo's Music	20134004521	180.00 06/30/2022
06/23/2022	INSP003--Inspire Martial Arts and Fitness	20134004549	179.00 06/30/2022
06/23/2022	SUS001--Linda Susan Graves	20134004534	171.00 06/30/2022
06/23/2022	TEME000--Temecula Clay	20134004327	165.00 06/30/2022
06/23/2022	INST000--Institute for Excellence in Writing	20134004517	159.62 06/30/2022
06/23/2022	MARY001--Mary Selby Music	20134004498	150.00 06/30/2022
06/23/2022	STUD002--Studio Claremont	20134004398	150.00 06/30/2022
06/23/2022	MRDM000--Mr. D Math, LLC	20134004541	145.00 06/30/2022
06/23/2022	ARTS0001--ARTime Studio	20134004449	140.00 06/30/2022
06/23/2022	JOHN000--John Henry Music Academy	20134004470	137.50 06/30/2022
06/23/2022	JESS001--Jessica Miller	20134004544	135.00 06/30/2022
06/23/2022	CRAF000--Crafty School Crates	20134004504	2,989.05 06/30/2022
06/23/2022	REYO000--Academy of Martial Arts Yucca Valley	20134004459	600.00 06/30/2022
06/23/2022	FRIE000--Friends of Willow Tree	20134004311	568.84 06/30/2022
06/23/2022	DBCV0001--Diamond Bar Country Vaulters	20134004539	500.00 06/30/2022
06/23/2022	BLUE001--Blue Moxie Art	20134004343	484.00 06/30/2022
06/23/2022	MICH003--Michele Liem	20134004421	475.00 06/30/2022
06/23/2022	KEYB001--Wrightwood Education Studio -WES	20134004496	454.50 06/30/2022
06/23/2022	STAG000--Stagelight Performing Arts	20134004357	381.00 06/30/2022
06/23/2022	KIMS001--Kim's Hapkido Yucaipa	20134004302	373.34 06/30/2022
06/23/2022	TAKE000--Take a Step into Reading with Mrs. Tremper	20134004483	360.00 06/30/2022
06/23/2022	RIVE006--Riverside Aquatics Association	20134004441	303.50 06/30/2022
06/23/2022	MMS000--M&M Surfing School	20134004556	300.00 06/30/2022
06/23/2022	WHIS000--Whispering Oak Stables	20134004467	270.00 06/30/2022
06/23/2022	NATE000--Nate and Alice Music Studio	20134004538	255.00 06/30/2022
06/23/2022	INSI000--James Wigglesworth - previously Insight Learning	20134004511	252.00 06/30/2022
06/23/2022	ARTE001--Art Experience Studio	20134004546	250.00 06/30/2022
06/23/2022	GSBAP0001--Golden State Ballet and Pilates	20134004485	250.00 06/30/2022
06/23/2022	DANC008--Dance FX	20134004429	228.25 06/30/2022
06/23/2022	KELL002--Kelly Saldivar Performance Horses	20134004426	220.00 06/30/2022
06/23/2022	ROYA003--Royal Griffith Farms	20134004355	220.00 06/30/2022
06/23/2022	TEME006--Temecula Valley Driving School	20134004540	698.00 06/30/2022
06/23/2022	TEME005--Temecula Tutor	20134004505	555.00 06/30/2022
06/23/2022	LEAR001--Learn to Rip Surf Lessons	20134004489	540.00 06/30/2022
06/23/2022	WINN000--Winner's Gymnastics	20134004390	520.00 06/30/2022
06/23/2022	KIWI000--KiwiCo (Formerly Kiwi Crate)	20134004301	512.55 06/30/2022
06/23/2022	CODE004--Code Ninjas Chino Hills	20134004306	478.00 06/30/2022
06/23/2022	LIND000--Linda J. Kobernik	20134004340	394.00 06/30/2022
06/23/2022	KEEL000--Keely Hawkes	20134004418	382.00 06/30/2022
06/23/2022	NEIG000--Neighborhood Music School - VCI	20134004329	314.50 06/30/2022
06/23/2022	ALIS000--Alisa's Piano Studio	20134004372	300.00 06/30/2022
06/23/2022	50EV000--5.0 Evolved Martial Arts	20134004322	291.00 06/30/2022
06/23/2022	PWTSD0001--Play-Well Teknologies San Diego	20134004445	252.00 06/30/2022

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Date	Payee	Document No	Amount	Cleared
06/23/2022	CORO000--Corona Inline	20134004387	240.00	06/30/2022
06/23/2022	STAR001--Starry Night Art Studio	20134004331	225.00	06/30/2022
06/23/2022	TT0001--Tejeda Tutoring	20134004319	750.00	06/30/2022
06/23/2022	RIFF000--Riffs Music	20134004380	520.00	06/30/2022
06/23/2022	WATE001--Watersafe Swim School	20134004499	512.07	06/30/2022
06/23/2022	ALLE000--Allemande Music Academy, LLC	20134004573	438.00	06/30/2022
06/23/2022	FIRE003--Firestorm Freerunning - Galaxy	20134004528	420.00	06/30/2022
06/23/2022	DAVID000--David Reuther Vocal Studio, The	20134004450	410.00	06/30/2022
06/23/2022	DIAM000--Diamond Music Studio	20134004480	350.00	06/30/2022
06/23/2022	SCHW000--The Dance Center LLC	20134004482	325.00	06/30/2022
06/23/2022	RPS0001--Ramos Piano Studio	20134004530	286.00	06/30/2022
06/23/2022	TNUJ0001--Twist N U Inc	20134004501	270.00	06/30/2022
06/23/2022	SCEG000--SCEGA Gymnastics	20134004497	255.88	06/30/2022
06/23/2022	PLAY003--Play-Well TEKnologies Orange County and Inland Emp	20134004342	255.00	06/30/2022
06/23/2022	LW0001--Learning Wins	20134004384	246.89	06/30/2022
06/23/2022	EMHS000--EMH Sports USA INC	20134004454	7,756.25	06/30/2022
06/23/2022	HOME007--Home School Coaches	20134004543	1,115.00	06/30/2022
06/23/2022	360F000--360 Freestyle Gymnastics Academy	20134004415	833.00	06/30/2022
06/23/2022	TOTH000--To the Pointe Dance Productions	20134004560	529.67	06/30/2022
06/23/2022	OVAT000--Ovation School for the Performing Arts	20134004437	413.50	06/30/2022
06/23/2022	TORR000--Torres Fine Arts Instruction	20134004436	315.00	06/30/2022
06/23/2022	BRENDA000--Brenda Harp	20134004313	280.00	06/30/2022
06/23/2022	VICT004--Victoria's Simply Dancing	20134004516	220.00	06/30/2022
06/23/2022	OCMD0001--Orange County Music and Dance, Inc.	20134004346	220.00	06/30/2022
06/23/2022	ONTH000--On the Line Equestrian	20134004531	170.00	06/30/2022
06/23/2022	PBPS0001--Peter Brown Piano Studio	20134004439	135.00	06/30/2022
06/23/2022	WEST003--Westminster Arts Academy	20134004399	130.00	06/30/2022
06/23/2022	NOON001--Noonan Family Swim School - San Diego	20134004460	105.00	06/30/2022
06/23/2022	JM0000--Jessica Moller	20134004493	60.31	06/30/2022
06/23/2022	HANG002--Hangar 18 - Upland, Inc.	20134004307	55.00	06/30/2022
06/23/2022	WILL004--Williamsburg Educational Services	20134004288	2,523.00	06/30/2022
06/23/2022	ONPO000--On Pointe Productions, LLC	20134004227	150.00	06/30/2022
06/23/2022	SS0001--Studio Sapphire	20134004286	127.00	06/30/2022
06/23/2022	FLBPT0001--Friends of Leaps & Bounds - Horseback Riding	20134004294	120.00	06/30/2022
06/23/2022	VM0001--Villa Musica	20134004240	105.00	06/30/2022
06/23/2022	STEP002--Stepping Stones Riding Program	20134004298	70.00	06/30/2022
06/23/2022	LSCLL0001--Legacy Soccer Club L.A. LLC	20134004267	70.00	06/30/2022
06/23/2022	PEAC001--I Move Play Learn	20134004251	69.20	06/30/2022
06/23/2022	SAMU000--Samurai Academy	20134004292	67.00	06/30/2022
06/23/2022	FROM001--From Scratch Bakers	20134004268	40.00	06/30/2022
06/23/2022	GRAN000--Grand Mountain Jiu-Jitsu Academy	20134004274	405.00	06/30/2022
06/23/2022	ACAD001--Academic Chess - Orange County	20134004270	396.00	06/30/2022
06/23/2022	SAMP001--Sampa Brazilian Jiu Jitsu - Walnut	20134004290	360.00	06/30/2022
06/23/2022	RAIN003--Rainbow Resource Center	20134004239	323.94	06/30/2022
06/23/2022	SCT0001--STEAM Center, The	20134004224	320.00	06/30/2022
06/23/2022	BSFSFVSA0001--Baby Swim Float Swim / French Valley Swim Academy	20134004282	312.50	06/30/2022
06/23/2022	DC0001--Daniella Chesnut	20134004231	310.00	06/30/2022
06/23/2022	NOON000--Noonan Family Swim School - Murrieta	20134004285	295.50	06/30/2022
06/23/2022	ENDE000--Endeavor Gymnastics	20134004281	285.00	06/30/2022
06/23/2022	TECH000--Tech to School	20134004287	274.52	06/30/2022
06/23/2022	CNF0001--Code Ninjas - Fullerton	20134004228	250.00	06/30/2022
06/23/2022	29PA000--29 Palms Creative Center & Gallery	20134004275	240.00	06/30/2022
06/23/2022	HUNT001--Huntington Music	20134004278	180.00	06/30/2022
06/23/2022	TYLE000--Carlisle Music Studio	20134004273	174.24	06/30/2022
06/23/2022	ALIS005--Vahan Aslanyan	20134004261	170.00	06/30/2022
06/23/2022	MISS002--Miss Karen's Piano Studio	20134004244	965.00	06/30/2022
06/23/2022	AE00011--ADMIN - Edstruments	20134004255	900.00	06/30/2022
06/23/2022	CONC000--Conchie Henderson	20134004235	866.00	06/30/2022
06/23/2022	DRUM000--Drumming For Your Life Institute	20134004250	840.00	06/30/2022
06/23/2022	INLA006--Inland Pacific Ballet Academy	20134004276	811.00	06/30/2022
06/23/2022	BRID000--Bridell Institute	20134004232	790.00	06/30/2022
06/23/2022	RUTH000--Kumon Math and Reading / Culver City North, Nkechi	20134004271	780.00	06/30/2022
06/23/2022	EES0001--Everbloom Educational Services	20134004295	750.00	06/30/2022
06/23/2022	TRAD000--Traditional Equestrian School	20134004249	720.00	06/30/2022
06/23/2022	CHIL002--Children's Music Academy- Ventura	20134004254	645.00	06/30/2022
06/23/2022	BARN002--Barnabas Robotics Inc.	20134004264	592.00	06/30/2022
06/23/2022	YMCA000--YMCA Orange County	20134004289	521.00	06/30/2022
06/23/2022	NEUT000--Neutral Grounds BJJ Academy	20134004283	420.00	06/30/2022

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Date	Payee	Document No	Amount Cleared
06/23/2022	VALV000--Valverde School of Performing Arts	20134004253	1,289.00 06/30/2022
06/23/2022	HUCK000--Huckleberry Center for Creative Learning	20134004284	1,254.85 06/30/2022
06/23/2022	SPAN000--Spanish Advantage	20134004234	1,225.75 06/30/2022
06/23/2022	PORT001--Portal Languages - Fullerton	20134004291	1,165.00 06/30/2022
06/23/2022	PAIN003--Painted Earth - Temecula & Menifee	20134004243	1,082.00 06/30/2022
06/23/2022	LEAR003--The Learning Collective	20134004242	1,075.00 06/30/2022
06/23/2022	YMCA004--YMCA Ventura Family	20134004248	1,066.25 06/30/2022
06/23/2022	EMHS000--EMH Sports USA INC	20134004297	1,062.50 06/30/2022
06/23/2022	SPOT000--Spotlight Unlimited Studio	20134004293	1,050.00 06/30/2022
06/23/2022	MOVI000--Moving Beyond the Page	20134004263	1,041.79 06/30/2022
06/23/2022	WINN000--Winner's Gymnastics	20134004279	1,040.00 06/30/2022
06/23/2022	KATH004--Kathleen Elliott Equestrian Training	20134004269	1,020.00 06/30/2022
06/23/2022	APPL000--Apple Education Inc *	20134004247	1,011.91 06/30/2022
06/23/2022	COAS001--Coastline Academy	20134004237	11,521.34 06/30/2022
06/23/2022	Fits000--FitSport Kinetics	20134004225	2,282.00 06/30/2022
06/23/2022	LANG003--Language Door, Inc.	20134004296	2,251.00 06/30/2022
06/23/2022	WILL003--WM Music Lessons (Willie Morales)	20134004246	2,250.00 06/30/2022
06/23/2022	LESS000--Lessons by Design	20134004230	2,191.00 06/30/2022
06/23/2022	KEEL000--Keely Hawkes	20134004222	2,095.00 06/30/2022
06/23/2022	VCMA000--VCMA Villatoro Champion Martial Arts	20134004280	1,899.95 06/30/2022
06/23/2022	WATE001--Watersafe Swim School	20134004259	1,703.00 06/30/2022
06/23/2022	HEAT000--Elite Academics	20134004258	1,612.00 06/30/2022
06/23/2022	MLAB000--MLAB Ninja Training Grounds	20134004277	1,419.00 06/30/2022
06/23/2022	APLU002--A+ IN HOME TUTORS	20134004257	23,775.50 06/30/2022
06/23/2022	AYZA000--ADMIN - AyZar Inc.	20134004272	14,905.35 06/30/2022
06/23/2022	AKMECE0001--ADMIN - KM Educational Consulting and Ex- ecutive Ca	20134004256	5,250.00 06/30/2022
06/23/2022	CSO000--The Collaborative Charter Services Organization	20134004233	4,956.08 06/30/2022
06/23/2022	NADY0001--NinjAcademy	20134004236	3,805.00 06/30/2022
06/23/2022	ATRE000--A Tree of Knowledge Tutoring	20134004252	3,250.00 06/30/2022
06/23/2022	SAMA001--Art and Wilderness Institute	20134004221	2,633.70 06/30/2022
06/23/2022	SCHO005--Schools First - 403b/457b Plans	20134004266	2,313.90 06/30/2022
06/23/2022	MCGR000--McGraw-Hill School Education LLC	20134004262	1,522.98 06/30/2022
06/23/2022	MATH010--Mathnasium of Eastvale	20134004265	1,491.15 06/30/2022
06/23/2022	MAUR000--Admin - Mauricio Arambula	20134004299	654.26 06/30/2022
06/23/2022	AMAZ000--Amazon	20134004226	365.16 06/30/2022
06/23/2022	OXFO000--Oxford Consulting Services, Inc.	20134004223	303.50 06/30/2022
06/23/2022	KELL002--Kelly Saldivar Performance Horses	20134004229	220.00 06/30/2022
06/23/2022	ELEM000--Elemental Science Inc.	20134004245	207.83 06/30/2022
06/23/2022	THIN003--Think Outside LLC	20134004260	113.85 06/30/2022
06/23/2022	INST000--Institute for Excellence in Writing	20134004238	66.23 06/30/2022
06/23/2022	HOME000--Home Science Tools	20134004241	19.83 06/30/2022
06/24/2022	HATC000--Hatch and Cesario, Attorneys-at-Law	134004221	8,432.50 06/30/2022
06/24/2022	PART000--SPED - Partners in Special Education	134004222	5,174.00 In Transit
06/24/2022	EMPL0000--Employee Separation or Payment Errors	001138	688.61 In Transit
06/24/2022	MCCO000--McColgan & Associates INC	20134004575	10,508.65 06/30/2022
06/24/2022	AKMECE0001--ADMIN - KM Educational Consulting and Ex- ecutive Ca	20134004578	4,773.00 06/30/2022
06/24/2022	CSO000--The Collaborative Charter Services Organization	20134004576	3,062.15 06/30/2022
06/24/2022	OXFO000--Oxford Consulting Services, Inc.	20134004580	1,235.50 06/30/2022
06/24/2022	SING002--Sing 'n Speak Spanish	20134004574	451.79 06/30/2022
06/24/2022	GENI000--Annie's Publishing LLC	20134004582	397.30 06/30/2022
06/24/2022	KIWI000--KiwiCo (Formerly Kiwi Crate)	20134004579	187.17 06/30/2022
06/24/2022	MWMM0001--Math with Mrs. Mowery	20134004577	107.00 06/30/2022
06/27/2022	LACO000--LACOE STRS - LACOE Keppel - ACH Payment	June '22	33,094.78 06/30/2022
06/27/2022	STRS001--San Bernadino County Superintendent of Schools	001139	410,088.80 In Transit
06/27/2022	EFPE000--Effectual Educational Consulting Services	134004228	5,060.00 In Transit
06/27/2022	HATC000--Hatch and Cesario, Attorneys-at-Law	134004229	960.00 In Transit
06/27/2022	DDSL000--Sylvan Learning - Rancho Cucamonga	134004230	116.00 In Transit
06/27/2022	ACPII0001--Admin - Crisis Prevention Institute Inc	134004227	34,999.00 In Transit
06/27/2022	AHSDB0001--ADMIN - Hilton San Diego Bayfront	134004225	8,237.44 In Transit
06/27/2022	LSN001--Admin - LifeSigns Now	134004224	468.00 In Transit
06/27/2022	JUMP000--Jump and Schout Therapy, Inc.	134004223	100.00 In Transit
06/27/2022	AROS0001--Admin - Real OT Solutions Inc	134004226	22.70 In Transit
06/27/2022	ESSE000--Essentials in Writing	20134004583	2,040.80 06/30/2022
06/27/2022	CSO000--The Collaborative Charter Services Organization	20134004584	5,475.23 06/30/2022
06/28/2022	EMPL0000--Employee Separation or Payment Errors	001141	3,790.86 In Transit
06/28/2022	EMPL0000--Employee Separation or Payment Errors	001140	2,066.52 In Transit
06/28/2022	ASEP000--ASEP So Cal - Chess Masters	20134004591	190.00 06/30/2022
06/28/2022	SING000--Singapore Math Inc.	20134004589	15.00 06/30/2022
06/28/2022	SCHO005--Schools First - 403b/457b Plans	20134004587	28,318.65 06/30/2022

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Date	Payee	Document No	Amount Cleared
06/28/2022	EMHS000--EMH Sports USA INC	20134004585	1,742.50 06/30/2022
06/28/2022	OFFI000--Office Depot *	20134004586	58.00 06/30/2022
06/28/2022	RAIN003--Rainbow Resource Center	20134004588	13.21 06/30/2022
06/29/2022	SPEC000--Specialized Therapy Services	134004231	1,591.85 In Transit
06/29/2022	AOSDH0001--ADMIN - Omni San Diego Hotel	134004232	651.54 In Transit
06/29/2022	BOOK000--BookShark	20134004594	469.80 06/30/2022
06/29/2022	CLAR002--Claremont Community School of Music	20134004592	264.00 06/30/2022
06/29/2022	TECH000--Tech to School	20134004593	129.00 06/30/2022
06/30/2022	SSC000--Admin - School Services of California	134004233	1,100.00 In Transit
06/30/2022	LSN001--Admin - LifeSigns Now	134004235	156.00 In Transit
06/30/2022	CLUB001--Club Z! Tutoring	134004234	75.00 In Transit
06/30/2022	MAUR000--Admin - Mauricio Arambula	Voided - 20134004299	(654.26) 06/30/2022
	Total for CHASE 6016		3,019,212.74

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Date	Payee	Document No	Amount Cleared
	Bank: CHASE 6016 - Chase Bank	Account No: 917716016	
07/01/2022	STTO0001--Admin - Similarity LLC -The Third Option	134004236	24,120.00 In Transit
07/01/2022	TAKE000--Take a Step into Reading with Mrs. Tremper	20134004600	1,556.44 In Transit
07/01/2022	XPRE000--XPress Graphics and Printing	134004237	620.30 In Transit
07/01/2022	BT0001--Beach Tutors	20134004601	572.50 In Transit
07/01/2022	STAP000--Staples *	20134004599	2,803.10 In Transit
07/01/2022	AYZA000--ADMIN - AyZar Inc.	20134004597	10,672.65 In Transit
07/01/2022	APPL000--Apple Education Inc *	20134004598	3,392.32 In Transit
07/01/2022	CSO000--The Collaborative Charter Services Organization	20134004596	150.00 In Transit
07/01/2022	ESSE000--Essentials in Writing	20134004595	124.10 In Transit
07/07/2022	GUID000--ADMIN - Guided Discoveries, Inc	001142	10,137.00 In Transit
07/08/2022	EMPL0000--Employee Separation or Payment Errors	001144	136.43 In Transit
07/08/2022	EMPL0000--Employee Separation or Payment Errors	001143	1,781.93 In Transit
07/08/2022	ACO0001--ADMIN - Cathy Owens	134004241	2,750.00 In Transit
07/08/2022	NORC000--Norcott Music Studios	134004249	1,620.00 In Transit
07/08/2022	CLCL0001--Calvo Learning Centers LLC	134004238	1,144.00 In Transit
07/08/2022	LACOE001--Admin - Los Angeles County Office of Education	134004245	174.54 In Transit
07/08/2022	STO001--Samantha Taylor	134004247	81.48 In Transit
07/08/2022	RAIN000--Raindrop Agency, Inc.	134004256	50.00 In Transit
07/08/2022	VERI478--ADMIN - Verizon	134004252	38.01 In Transit
07/08/2022	EXCEL00--Excel Academy	20134004602	15,357.42 In Transit
07/08/2022	INST004--Instructure, Inc	134004250	11,500.00 In Transit
07/08/2022	CLIF000--ADMIN - Clifton Larson Allen LLP	134004254	4,200.00 In Transit
07/08/2022	AYZA000--ADMIN - AyZar Inc.	20134004604	4,125.50 In Transit
07/08/2022	LITT005--Little Ears Therapy Center	134004248	2,290.00 In Transit
07/08/2022	DH0001--Daniel Hay	134004251	1,092.00 In Transit
07/08/2022	CONN000--Connection (prev. Gov Connection)	134004257	891.46 In Transit
07/08/2022	TIMO000--Tim OBrien	134004255	703.05 In Transit
07/08/2022	CHEN000--Chenin Northgrave	134004253	179.93 In Transit
07/08/2022	WATE004--Waterworks Aquatics Irvine	134004244	128.00 In Transit
07/08/2022	STAP000--Staples *	20134004603	124.79 In Transit
07/08/2022	CA0001--Channon Alexander	134004240	104.72 In Transit
07/08/2022	MARI004--Maribel Pena	134004239	75.50 In Transit
07/08/2022	SHAN000--Shane Williams	134004243	68.72 In Transit
07/08/2022	MICH004--Michelle Bannister	134004242	63.13 In Transit
07/08/2022	AMAZ000--Amazon	20134004605	34.75 In Transit
07/11/2022	FRON217--Frontier Communications	134004258	636.88 In Transit
07/11/2022	EDIS000--Southern California Edison	134004259	371.42 In Transit
07/15/2022	BERK000--Berkshire Hathaway Homestate Companies	Jun22 Prem	25,963.92 In Transit
07/19/2022	ACS0001--Admin - CubeSmart	001146	197.25 In Transit
07/19/2022	CAPE000--Cape Rey Carlsbad A Hilton Resort	001147	3,247.20 In Transit
07/19/2022	EMPL0000--Employee Separation or Payment Errors	001145	1,377.31 In Transit
07/20/2022	ACDC0001--Admin - The Center for Depth and Complexity	134004289	49.99 In Transit
07/20/2022	MYST000--Mystery Science Inc.	134004287	1,325.00 In Transit
07/20/2022	GENE000--Generation Genius, Inc	134004273	1,295.00 In Transit
07/20/2022	JUMP000--Jump and Schout Therapy, Inc.	134004261	1,000.00 In Transit
07/20/2022	LITT005--Little Ears Therapy Center	134004272	630.00 In Transit
07/20/2022	TSWT000--TSW Therapy, Inc.	134004269	540.00 In Transit
07/20/2022	SCTNI0001--SPED - Children's Therapy Network Inc	134004262	500.00 In Transit
07/20/2022	ALPHA713--Alpha Card - BC Group Holding, Inc	134004263	475.72 In Transit
07/20/2022	AMWI0001--Admin - Matt Wilhelm Inc.	134004288	475.00 In Transit
07/20/2022	MAVE000--MaverickLabel.com	134004278	454.07 In Transit
07/20/2022	ANCH000--Anchor Counseling & Education Solutions, LLC	134004279	325.00 In Transit
07/20/2022	YMC000--ADMIN - Young, Minney & Corr, LLP	134004267	146.50 In Transit
07/20/2022	ZDLC0001--Zuleima De La Cruz	134004283	115.48 In Transit
07/20/2022	REDL007--ADMIN - Redlands Lock and Key	134004286	23.43 In Transit
07/20/2022	ARCOE0001--ADMIN - Riverside County Office Of Education	134004285	33,000.00 In Transit
07/20/2022	PRES000--ADMIN - Presence Learning	20134004606	20,200.00 In Transit
07/20/2022	AVID000--AVID Center	134004260	18,463.00 In Transit
07/20/2022	MOBI000--Mobile Beacon	134004266	13,320.00 In Transit
07/20/2022	INST004--Instructure, Inc	134004268	9,000.00 In Transit
07/20/2022	AARi0001--Admin - Academic Entertainment Inc.	134004277	8,405.00 In Transit
07/20/2022	AOTOS0001--ADMIN - One to One Plus (Edutek Solutions)	134004281	6,490.00 In Transit
07/20/2022	PHIL0000--Admin - Philadelphia Insurance Companies	134004265	5,823.00 In Transit
07/20/2022	HANO0000--Admin - The Hanover Insurance Group	134004271	4,911.00 In Transit
07/20/2022	ERIC002--ADMIN - Erickson Law Firm	134004276	4,523.75 In Transit
07/20/2022	MOBY000--ADMIN - MobyMax, LLC	134004280	3,495.00 In Transit
07/20/2022	AD0001--ADMIN - Datto	134004275	2,400.00 In Transit
07/20/2022	SCHO005--Schools First - 403b/457b Plans	20134004612	2,146.91 In Transit
07/20/2022	UPS000--ADMIN - UPS	134004264	1,692.20 In Transit
07/20/2022	STTO0001--Admin - Similarity LLC -The Third Option	134004270	1,350.00 In Transit

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Date	Payee	Document No	Amount Cleared
07/20/2022	PPSC000--Paul, Plevin, Sullivan & Connaughton LLP	20134004607	715.50 In Transit
07/20/2022	CENG0000--ADMIN - CENGAGE LEARNING, INC.	134004284	239.25 In Transit
07/20/2022	OXFO000--Oxford Consulting Services, Inc.	20134004610	51.75 In Transit
07/20/2022	AMAZ000--Amazon	20134004608	41.33 In Transit
07/20/2022	STAP000--Staples *	20134004609	28.63 In Transit
07/20/2022	ALAVL0001--ADMIN - Los Angeles Videographers LLC	134004274	491.63 In Transit
07/27/2022	STRS001--San Bernadino County Superintendent of Schools	001148	75,393.79 In Transit
07/27/2022	LEAR002--Learning A-Z	134004300	125.00 In Transit
07/27/2022	BRDS0001--Admin - Byrdseed, LLC	134004301	119.00 In Transit
07/27/2022	STUD000--Studies Weekly	134004302	64.54 In Transit
07/27/2022	KW0002--Karla Willis	134004294	38.61 In Transit
07/27/2022	CDWG000--CDW Government LLC	134004306	29,755.48 In Transit
07/27/2022	BRAI000--ADMIN - Brain POP	134004304	14,057.47 In Transit
07/27/2022	AMAC0001--ADMIN - Miller Architectural Corporation	134004295	11,782.00 In Transit
07/27/2022	EXPL0000--ADMIN - Explore Learning	134004292	10,410.00 In Transit
07/27/2022	NEAR000--ADMIN - Nearpod Inc	134004291	4,315.00 In Transit
07/27/2022	ARTH000--Art House Fullerton, The	134004303	1,095.00 In Transit
07/27/2022	EDIS000--Southern California Edison	134004305	630.75 In Transit
07/27/2022	AMES0001--Admin - Mindspring Education Center	134004297	312.50 In Transit
07/27/2022	CONT000--Continued.com, LLC	134004298	178.00 In Transit
07/27/2022	SW00001--Stacy Walker	134004296	164.96 In Transit
07/27/2022	EH0001--Erin Hunt	134004293	164.94 In Transit
07/27/2022	LSN001--Admin - LifeSigns Now	134004299	156.00 In Transit
07/27/2022	VERI478--ADMIN - Verizon	134004290	76.02 In Transit
07/28/2022	EMPL0000--Employee Separation or Payment Errors	001149	1,519.29 In Transit
07/28/2022	STAP000--Staples *	20134004615	21.17 In Transit
07/28/2022	SCHP000--School Pathways LLC	20134004617	112,225.02 In Transit
07/28/2022	AE00011--ADMIN - Edstruments	20134004619	25,785.00 In Transit
07/28/2022	APPL000--Apple Education Inc *	20134004616	4,523.56 In Transit
07/28/2022	AMAZ000--Amazon	20134004620	1,589.96 In Transit
07/28/2022	MHH0001--Music History Hall	20134004614	1,500.00 In Transit
07/28/2022	READ000--Read Naturally	20134004618	1,150.00 In Transit
07/28/2022	MOVI000--Moving Beyond the Page	20134004613	684.95 In Transit
	Total for CHASE 6016		<u>576,638.90</u>

SAGE OAK CHARTER SCHOOLS

Agenda Item:

Date: August 8, 2022

X	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Ratification of Renewal of Property and Casualty Insurance Policies Provided by Bolton & Company

Background:

Sage Oak is requesting that the Board ratify the renewal Proposal Acceptance for insurance policies from the broker, Bolton Insurance Services. The Proposal includes accepted quote options for "Package/Auto/Umbrella/Educators Legal" from insurer Philadelphia, "Crime" from insurer Hanover, "Student Accident" from insurer Philadelphia, "Workers' Compensation" from insurer Oak River, and pending quote for "Cyber Liability" from insurer Tokio Marine.

It is recommended that the Board ratify the Proposal Acceptance as presented to the Board herein.

Fiscal Impact:

A Renewal Proposal for

Sage Oak Charter Schools

Effective: July 1, 2022

Jonathan Schreter, MBA, CIC
Executive Vice President

Craig Myers
Associate Vice President

Bolton Insurance Services, LLC
License # 6004772

Prepared: June 30, 2022

Sage Oak Charter Schools

Service Team

Brokers	Jonathan Schreter, Executive Vice President	Direct: (626) 535-1408 Fax: (626) 583-4609
	E-mail: jschreter@boltonco.com	
	Craig Myers, Associate Vice President	Direct: (626) 535-1447 Fax: (626) 583-4609
	E-mail: cmyers@boltonco.com	
Service Team	Debra Rosas, Associate Vice President	Direct: (626) 535-1829
	E-mail: drosas@boltonco.com	
	Kim Morris, Client Manager	Direct: (626) 507-1329
	E-mail: kmorris@boltonco.com	
	Mary Ann Sun, Associate Client Manager	Direct: (408) 780-7558
	E-mail: msun@boltonco.com	
	Service Team Fax:	(626) 583-2117

Property & Casualty Resources

Certificates/ Evidences	Standard - Receipt in 24 Hours		Rush - Receipt in 3 Hours	
	Email: certrequest@boltonco.com		Email: rushcertrequest@boltonco.com	
	Fax: (626) 583-2117			
Property & Casualty Claims	Carly Alba, Esq., Vice President of Claims and Risk Management			
	Direct: (626) 535-1466		Fax: (626) 583-2117	
	E-mail: calba@boltonco.com			
Workers' Comp Claims	Cheryl Bigelow, Workers' Compensation Manager			
	Direct: (626) 405-3818		Fax: (626) 583-2117	
	E-mail: cbigelow@boltonco.com			
Risk Control	Stefanie Nobriga, Associate Vice President of Risk Control			
	Direct: (626) 535-1436		Fax: (626) 583-2117	
	E-mail: snobriga@boltonco.com			
Bonds	Mary Smith, Associate Producer Surety			
	Direct: (626) 535-1473		Fax: (626) 583-2124	
	E-mail: msmith@boltonco.com			



Sage Oak Charter Schools

Department Leads

Property & Casualty	Erin Powell, Vice President, Property & Casualty		
	Direct:	(626) 535-1439	Fax: (626) 583-2117
	E-mail:	epowell@boltonco.com	

Employee Benefits	Jacqueline Roth, Director of Employee Benefits		
	Direct:	(626) 535-1968	Fax: (626) 583-2119
	E-mail:	jroth@boltonco.com	

Personal Risk Management	Jessica Gunnar, Vice President		
	Direct:	(626) 535-1817	Fax: (626) 583-2116
	E-mail:	jgunnar@boltonco.com	



Premium Comparison

Sage Oak Charter Schools

	2021-2022	2022-2023	\$	%
	Expiring Premium	Renewal Premium	Difference	Difference
Property including Inland Marine*	\$ 1,604	\$ 2,225	\$ 621	39%
Automobile	\$ 10,077	\$ 10,561	\$ 484	5%
General Liability	\$ 35,256	\$ 34,025	\$ (1,231)	-3%
Umbrella	\$ 16,930	\$ 16,861	\$ (69)	0%
Educators Legal Liability including D&O and EPL	\$ 20,500	\$ 24,205	\$ 3,705	18%
Crime	\$ 4,896	\$ 4,911	\$ 15	0%
Student Accident	\$ 5,823	\$ 5,823	\$ -	0%
Cyber Liability	\$ 8,000			
Fee	\$ 150			
Surplus Lines Taxes & Fees	\$ 260			
Workers' Compensation - All Other States	\$ 94,307	\$ 145,041	\$ 50,734	54%
State Taxes	\$ 3,685	\$ 8,559	\$ 4,874	132%
Workers' Compensation - OR & FL	\$ 480	\$ 344	\$ (136)	-28%
State Taxes	\$ 20	\$ 22	\$ 2	10%
TOTAL	\$ 201,988	\$ 252,577	\$ 58,999	25%

This proposal is a summary of terms and conditions proposed by the insurers based on the information obtained from you. The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request.

The issued policy will supersede this proposal.

Higher Limits May be Available for All Coverages



Subjectivities

WORKERS COMPENSATION

Independent Contractors and Subcontractors:

In the event that an Insured utilizes subcontracted labor, the insured must furnish satisfactory evidence that the subcontractor has workers compensation insurance in force, covering the work performed for the insured. The following documents may be used to provide satisfactory evidence:

- Certificate of Insurance for the subcontractor's workers compensation policy
- Certificate of exemption (if available in their state - not available in CA)
- Copy of the Subcontractor's workers compensation policy

In the event any form of this documentation is not available for review or deemed otherwise insufficient, amounts paid to these subcontractors or independent contractors will be included as payroll and utilized in the calculation of final audit premium

Package Subject to:

Signed Statement of Values
Completed and signed renewal application
Prior carrier loss runs

Crime Subject to:

Application must be signed by the chief executive officer or chief financial officer of the Applicant acting as the authorized representatives of the person(s) and entity(ies) proposed for this insurance

Named Insureds

Sage Oak Charter Schools
Community Collaborative Virtual School



Schedule of Locations

- 1 1473 Ford St., Suite 105, Redlands, CA 92373
- 2 1473 Ford St., Suite 206, Redlands, CA 92373
- 3 1467 Ford St., Suite 202, Redlands, CA 92373
- 4 1473 Ford St., Suite 101, Redlands, CA 92373



Renewal Proposal of Insurance 2022-2023

Sage Oak Charter Schools

	2021-2022 Expiring	2022-2023 Renewal	Remarks
Property	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Blanket Business Personal Property	\$97,000	\$122,000	
Business Income/Extra Expense	\$350,000	\$350,000	
Deductible	\$1,000	\$1,000	
Business Income Waiting Period	24 Hours	24 Hours	
Earthquake Sprinkler Leakage	N/A	\$450,000	
Deductible	N/A	\$1,000	
Equipment Breakdown	Included	Included	
<u>Locations:</u> See Statement of Values			
<u>CONDITIONS:</u> Special Form; Replacement Cost; 90% Co-Insurance. Includes Philadelphia Bell Endorsement, Workplace Violence Loss of Income Endorsement, Crisis Management Endorsement and Elite Property Enhancement: Schools			
<u>EXCLUSIONS:</u> Including, but not limited to Virus or Bacteria; Mold; Inflatable Structures; Earthquake and Flood			
Inland Marine	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Computer Coverage	\$100,000	\$102,000	
Deductible	\$1,000	\$1,000	
<u>EXCLUSIONS:</u> Including, but not limited to Governmental Action; Nuclear Hazard; Off-Premises Services; War or Military Action			



Renewal Proposal of Insurance 2022-2023

Sage Oak Charter Schools

	2021-2022 Expiring	2022-2023 Renewal	Remarks
Business Auto	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Auto Liability - Non-Owned & Hired	\$1,000,000	\$1,000,000	
Hired Auto Physical Damage - Cost of Hire	\$5,000	\$5,000	
Hired Auto Physical Damage Deductibles	\$500 Comp \$1,000 Coll	\$500 Comp \$1,000 Coll	
<u>CONDITIONS</u> : Employees and Volunteers as Insureds; Employees as Insureds for Hired Autos			
<i>We are not aware of any excluded drivers at the time of quoting. The carrier may review driving records and exclude any drivers that do not meet their guidelines of acceptability.</i>			



Renewal Proposal of Insurance 2022-2023

Sage Oak Charter Schools

	2021-2022 Expiring	2022-2023 Renewal	Remarks
General Liability	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
General Aggregate Limit	\$3,000,000	\$3,000,000	
Products-Completed Operations Aggregate	\$3,000,000	\$3,000,000	
Personal & Advertising Injury Limit	\$1,000,000	\$1,000,000	
Each Occurrence Limit	\$1,000,000	\$1,000,000	
Damage to Premises Rented to You Limit - Any One Premises	\$300,000	\$300,000	
Medical Payments Limit - Any One Person	\$15,000	\$15,000	
Sexual/Physical Abuse or Molestation/Aggregate	\$1,000,000/\$3,000,000	\$1,000,000/\$3,000,000	
Employee Benefits Liability/Aggregate	\$1,000,000/\$3,000,000	\$1,000,000/\$3,000,000	
Deductible	N/A	N/A	
Stop Gap Liability	\$1,000,000	\$1,000,000	
Student Count	3,458	3,357	
<p>CONDITIONS: Employee Benefits Liability is a Claims-Made & Reported Form. Retroactive Date: 7/15/2015; Includes Employee Defense Coverage; Volunteers and Employees as Insureds; Fund Raising Events Endorsement; General Liability Deluxe: Schools Endorsement</p> <p>The wording adding additional insured status for vendors, landlords, contractors or owners on your Commercial General Liability Policy applies only when there is a written contract between you and one of these entities requiring they be added to your policy as an additional insured. Please make sure to advise us if there is no contract at the time these are requested so special arrangements can be made with your insurance carrier. An unaltered purchase order is not considered a contract. Requests from these entities for additional insured status with no contract in force should be resisted as you have no legal obligation to provide this and claims against your policy in this situation could reduce the liability limits on your policy.</p> <p>EXCLUSIONS: Including, but not limited to Asbestos; Employment-Related Practices; Fungi or Bacteria; Lead; Communicable Disease; Athletic or Sports Participants; Corporal Punishment; Nuclear Energy;</p>			



Renewal Proposal of Insurance 2022-2023

Sage Oak Charter Schools

	2021-2022 Expiring	2022-2023 Renewal	Remarks
Umbrella	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Per Occurrence	\$4,000,000	\$4,000,000	
Aggregate Limit	\$4,000,000	\$4,000,000	
Retention	\$10,000	\$10,000	
<i>CONDITIONS</i> : Limits are excess of Primary General Liability, Sexual Abuse or Molestation, Employee Benefits Liability, Non-Owned & Hired Auto Liability, Employers Liability			
<i>EXCLUSIONS</i> : Including, but not limited to Fungi or Bacteria; Lead; Directors and Officers Liability; Silica; Subsidence; Liquor Liability; Employers Liability (Stop Gap); Designated Professional Services; Athletic Participants and Officials; Medical Professional Liability; Cyber Liability and Electronic			
Educators Professional Select	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Educators Legal Liability - Each Claim/Aggregate	\$2,000,000/\$2,000,000	\$2,000,000/\$2,000,000	
Retention-Per Claim	\$25,000	\$25,000	
Employment Practices Liability - Each Claim/Aggregate	\$2,000,000/\$2,000,000	\$2,000,000/\$2,000,000	
Retention-Per Claim	\$25,000	\$25,000	
Non-Monetary Defense - Occurrence/Aggregate	\$100,000/\$300,000	\$100,000/\$300,000	
Retention-Per Claim	\$10,000	\$10,000	
<i>CONDITIONS</i> : Claims-Made & Reported Form; Retroactive Date: None Includes Wrongful Acts arising out of Education, Employment Practices, Directors, Officers and Trustees; Defense costs paid in addition to the policy limit; Includes Third Party Coverage in respects to Employment Practices Liability; Shared Limits; 12 Month Extended Reporting Period; Includes Crisis Management Enhancement Endorsement			
<i>EXCLUSIONS</i> : Including, but not limited to Pollution; Asbestos; Bodily Injury or Property Damage; Fraudulent, Dishonest, Malicious, Criminal or Intentional Wrongful Acts or Omissions; Fungi, Bacteria or Organic Pathogens; Intellectual Property; Lead; Personal and Advertising Injury; Radioactive/Nuclear Materials; Sexual Abuse & Molestation; War; Failure to Maintain Insurance; Securities; Access or Disclosure of Confidential or Personal Information; Wage and Hour Violations			



Renewal Proposal of Insurance 2022-2023

Sage Oak Charter Schools

	2021-2022 Expiring Hanover	2022-2023 Renewal Hanover	Remarks
Crime	A XV Admitted	A XV Admitted	
Employee Theft	\$1,000,000	\$1,000,000	
ERISA Fidelity	\$1,000,000	\$1,000,000	
Client Property	\$1,000,000	\$1,000,000	
Forgery or Alteration	\$1,000,000	\$1,000,000	
Premises Coverage	\$1,000,000	\$1,000,000	
Transit Coverage	\$1,000,000	\$1,000,000	
Computer Fraud	\$1,000,000	\$1,000,000	
Funds Transfer Fraud	\$1,000,000	\$1,000,000	
Credit, Debit or Charge Card Fraud	\$1,000,000	\$1,000,000	
Money Orders & Counterfeit Money	\$1,000,000	\$1,000,000	
Investigative Expense	\$15,000	\$15,000	
Deductible	\$5,000	\$5,000	
<u>CONDITIONS:</u> Loss Sustained Form			



Renewal Proposal of Insurance 2022-2023

Sage Oak Charter Schools

2021-2022		2022-2023	Renewal	Remarks
Expiring				
Cyber Liability	Houston Casualty A++ XV Non-Admitted	Houston Casualty A++ XV Non-Admitted		
Maximum Policy Aggregate Limit of Liability	\$1,000,000	\$1,000,000		
Multimedia Liability	\$1,000,000	\$1,000,000		
Security and Privacy Liability	\$1,000,000	\$1,000,000		
Privacy Regulatory Defense and Penalties	\$1,000,000	\$1,000,000		
PCI DSS Liability	\$1,000,000	\$1,000,000		
TCPA Defense	\$1,000,000	\$1,000,000		
Breach Events Costs	\$1,000,000	\$1,000,000		
Post Breach Remediation Costs	\$25,000	\$25,000		
BrandGuard	\$1,000,000	\$1,000,000		
System Failure	\$1,000,000	\$1,000,000		
Dependent System Failure	\$1,000,000	\$1,000,000		
Cyber Extortion	\$1,000,000	\$1,000,000		
Cyber Crime Sublimit Aggregate*	\$250,000	\$250,000		
Reward Expense	\$50,000	\$50,000		
Court Attendance Costs	\$25,000	\$25,000		
Additional Defense Costs	\$1,000,000	\$1,000,000		
Deductible	\$1,000	\$1,000		
<p>CONDITIONS: BrandGuard (2 week Waiting period; 12 months Period of Indemnity), System Failure (8 hour waiting period 6 months Period of Indemnity), Dependent System Failure (12 hour waiting period; 4 months Period of Indemnity), Cyber Crime Sublimit \$250,000 (includes: Financial Fraud, Telecommunications Fraud, \$250,000 Phishing Fraud), Court Attendance Costs Sublimit (No deductible);</p> <p>EXCLUSIONS: Including, but not limited to Nuclear Incident; Prior Knowledge; Cyber-bullying</p> <p>*2021 Term was a shared policy policy under The Collaborative</p>				
Student Accident	Philadelphia Indemnity A XV Admitted	Philadelphia Indemnity A XV Admitted		
Basic Medical Expense Limit	\$50,000	\$50,000		
Deductible	\$0	\$0		
Benefit Period	52 Weeks	52 Weeks		
Accidental Death/Accidental Dismemberment	\$25,000/\$50,000	\$25,000/\$50,000		
Accidental Paralysis	\$50,000	\$50,000		
<p>CONDITIONS: This policy is excess over primary health insurance if available. Incurred Period is 180 Days for Medical Expenses and 365 days for AD&D. Authorized Volunteers and Enrolled Students are Insureds.</p> <p>EXCLUSIONS: Please see the policy for a full list of exclusions.</p>				



Workers' Compensation Comparison

Sage Oak Charter Schools

Workers' Compensation	2021-2022 Expiring	2022-2023 Renewal	Remarks
	Oak River A+ XV Admitted	Oak River A+ XV Admitted	
Employers Liability Limits	\$ 1,000,000	\$ 1,000,000	
Quote is contingent upon the insured's participation in the Medical Provider Network (MPN); Subject to Final Audit; Volunteer Coverage Not Included. USL&H Not included.			

Coverage Description	2021-2022 Premium	2022-2023 Premium	\$ Difference	% Difference
Workers' Compensation - All Other States	\$ 94,307	\$ 145,041	\$ 50,734	54%
Taxes & Fees	\$ 3,685	\$ 8,559	\$ 4,874	132%
Premium	\$ 97,992	\$ 153,600	\$ 55,608	57%
Workers' Compensation - OR & FL	\$ 480	\$ 344	\$ (136)	-28%
Taxes & Fees	\$ 20	\$ 22	\$ 2	10%
Premium	\$ 500	\$ 366	\$ (134)	-27%
Total Premium - All States	\$ 98,492	\$ 153,966	\$ 55,474	56%



Workers' Compensation Comparison

Classifications	2021-2022 Payroll	2022-2023 Payroll	\$ Difference	% Difference
Class Code 8868 –College: Professional Employees - Alabama	\$ 89,540	If Any	\$ (89,540)	-100%
Class Code 8868 –College: Professional Employees - Arizona	If Any	If Any		
Class Code 8868 –College: Professional Employees - Arkansas	If Any	If Any		
Class Code 8875 – Public Colleges/Schools - California	\$ 14,296,996	\$ 24,392,337	\$ 10,095,341	71%
Class Code 8868 –College: Professional Employees - Colorado	If Any	If Any		
Class Code 8868 –College: Professional Employees - Idaho	If Any	If Any		
Class Code 8868 –College: Professional Employees - Illinois	\$ 85,147	\$ 154,859	\$ 69,712	82%
Class Code 8868– College: Professional Employees - Tennessee	\$ 107,735	If Any	\$ (107,735)	-100%
Class Code 8868– College: Professional Employees - Texas	If Any	If Any		
Class Code 8868– College: Professional Employees - Oregon	If Any	If Any		
Class Code 8868– College: Professional Employees - Florida	If Any	If Any		
Total Payroll	\$ 14,579,418	\$ 24,547,196	\$ 9,967,778	68%

Workers' Compensation Comparison

Classifications	2021-2022 Net Rate	2022-2023 Net Rate	# Difference	% Difference
Class Code 8868 –College: Professional Employees - Alabama	0.64	0.48	-0.16	-25%
Class Code 8868 –College: Professional Employees - Arizona	0.32	0.31	-0.01	-3%
Class Code 8868 –College: Professional Employees - Arkansas	0.26	0.22	-0.04	-15%
Class Code 8875 – Public Colleges/Schools - California	0.65	0.59	-0.06	-9%
Class Code 8868 –College: Professional Employees - Colorado	0.46	0.44	-0.02	-4%
Class Code 8868 –College: Professional Employees - Idaho	0.67	0.64	-0.03	-4%
Class Code 8868 –College: Professional Employees - Illinois	0.66	0.50	-0.16	-24%
Class Code 8868– College: Professional Employees - Tennessee	0.22	0.20	-0.02	-9%
Class Code 8868– College: Professional Employees - Texas	0.31	0.26	-0.05	-16%
Class Code 8868– College: Professional Employees - Oregon	0.33	0.37	0.04	12%
Class Code 8868– College: Professional Employees - Florida	0.40	0.40	0	0%
Experience Modification - California	0.64	0.60	-0.04	-6%
Net Rates do not include Expense Constant, Terrorism, or CA Assessments & Fees.				

Insurance Coverage Checklist

Below is a list of usually available, but not all inclusive, coverages. Those items checked represent the coverages proposed. If the item is not checked, the coverage is not included. If you are interested in an explanation of and/or quotation for any of these coverages, please let us know.

<input checked="" type="checkbox"/>	Property (Building and Contents, Including Property of Others)	<input checked="" type="checkbox"/>	Crime/ERISA
<input type="checkbox"/>	Building Ordinance	<input checked="" type="checkbox"/>	Employee Dishonesty
<input checked="" type="checkbox"/>	Equipment Breakdown	<input checked="" type="checkbox"/>	Money and Securities
<input checked="" type="checkbox"/>	Business Income	<input checked="" type="checkbox"/>	Forgery and Alteration
<input checked="" type="checkbox"/>	Extra Expense	<input checked="" type="checkbox"/>	Computer Fraud
<input type="checkbox"/>	Loss of Rents	<input checked="" type="checkbox"/>	General Liability
<input type="checkbox"/>	Flood	<input checked="" type="checkbox"/>	Employee Benefits Liability
<input type="checkbox"/>	Earthquake	<input type="checkbox"/>	Aircraft Liability/Drone
<input checked="" type="checkbox"/>	Earthquake Sprinkler Leakage	<input checked="" type="checkbox"/>	Automobile
<input checked="" type="checkbox"/>	Electronic Data Processing	<input type="checkbox"/>	Foreign Property/Liability/WC
<input type="checkbox"/>	Signs	<input checked="" type="checkbox"/>	Umbrella/Excess Liability
<input type="checkbox"/>	Motor Truck Cargo Liability	<input checked="" type="checkbox"/>	Workers' Compensation Employers Liability
<input type="checkbox"/>	Transportation	<input checked="" type="checkbox"/>	Directors and Officers Liability
<input type="checkbox"/>	Ocean Cargo	<input checked="" type="checkbox"/>	Employment Practices Liability
<input type="checkbox"/>	Employee's Tool Floater	<input type="checkbox"/>	Fiduciary Liability
<input type="checkbox"/>	Equipment Floater	<input type="checkbox"/>	Kidnap & Ransom
<input type="checkbox"/>	Installation Floater	<input checked="" type="checkbox"/>	Cyber/Privacy Liability/Internet Exposure
<input checked="" type="checkbox"/>	Valuable Papers (On & Off Premises)	<input checked="" type="checkbox"/>	Educators Legal Liability
<input checked="" type="checkbox"/>	Accounts Receivable	<input type="checkbox"/>	Pollution Liability
<input type="checkbox"/>	Mold	<input type="checkbox"/>	Miscellaneous Professional Liability
<input type="checkbox"/>	Terrorism	<input checked="" type="checkbox"/>	Law Enforcement Liability
<input checked="" type="checkbox"/>	Funds Transfer Fraud	<input checked="" type="checkbox"/>	Student Accident
		<input type="checkbox"/>	Active Assailant/Workplace Violence
		<input checked="" type="checkbox"/>	Volunteer Accident



Proposal Acceptance

Sage Oak Charter Schools

<u>Yes</u>	<u>No</u>	<u>Quote Option</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Package/Auto/Umbrella/Educators Legal - Philadelphia
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Crime - Hanover
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Accident - Philadelphia
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Workers' Compensation - Oak River
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Cyber Liability - Tokio Marine (Pending)

Insurance Coverage Checklist – Would you like a quote for any of the coverages listed on the insurance coverage checklist section of our proposal?

(NOTES:)

This proposal is a summary of terms and conditions proposed by the insurers based on information obtained from you. The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request. The issued policy will supersede this proposal.

Higher limits may be available for all coverages.

I have reviewed and accept the coverages and disclosures as summarized in this proposal with any changes indicated above.

Tim O'Brien

06/30/2022

Signature

Date

Director, Business Services, CFO

Title



BEST FINANCIAL STRENGTH RATING GUIDE - (FSR)

A Best's Financial Strength Rating (FSR) is an independent opinion of an insurer's financial strength and ability to meet its ongoing insurance policy and contract obligations. An FSR is not assigned to specific insurance policies or contracts and does not address any other risk, including, but not limited to, an insurer's claims-payment policies or procedures; the ability of the insurer to dispute or deny claims payment on grounds of misrepresentation or fraud; or any specific liability contractually borne by the policy or contract holder. An FSR is not a recommendation to purchase, hold or terminate any insurance policy, contract or any other financial obligation issued by an insurer, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. In addition, an FSR may be displayed with a rating identifier, modifier or affiliation code that denotes a unique aspect of the opinion.

Best's Financial Strength Rating (FSR) Scale

Rating Categories	Rating Symbols	Rating Notches*	Category Definitions
Superior	A+	A++	Assigned to insurance companies that have, in our opinion, a superior ability to meet their ongoing insurance obligations.
Excellent	A+	A-	Assigned to insurance companies that have, in our opinion, an excellent ability to meet their ongoing insurance obligations.
Good	B+	B++	Assigned to insurance companies that have, in our opinion, a good ability to meet their ongoing insurance obligations.
Fair	B	B-	Assigned to insurance companies that have, in our opinion, a fair ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Marginal	C+	C++	Assigned to insurance companies that have, in our opinion, a marginal ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Weak	C	C-	Assigned to insurance companies that have, in our opinion, a weak ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Poor	D	D-	Assigned to insurance companies that have, in our opinion, a poor ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.

Financial Strength Non-Rating Designations

Designation Symbols	Designation Definitions
E	Status assigned to insurance companies that are publicly placed under a significant form of regulatory supervision, control or restraint - including cease and desist orders, conservatorship or rehabilitation, but not liquidation - that prevents conduct of normal ongoing insurance operations; an impaired insurer.
F	Status assigned to insurance companies that are publicly placed in liquidation by a court of law or by forced liquidation; an impaired insurer.
S	Status assigned to rated insurance companies to suspend the outstanding FSR when sudden and significant events impact operations and rating implications cannot be evaluated due to lack of timely or adequate information; or in cases where continued maintenance of the previously published rating opinion is in violation of evolving regulatory requirements.
NR	Status assigned to insurance companies that are not rated; may include previously rated insurance companies of insurance companies that have never been rated by A.M. Best

Rating Disclosure - Use and Limitations

A Best's Credit Rating (BCR) is a forward-looking independent and objective opinion regarding an insurer's, issuer's or financial obligation's relative creditworthiness. The opinion represents a comprehensive analysis consisting of a quantitative and qualitative evaluation of balance sheet strength, operating performance, business profile and enterprise risk management or, where appropriate, the specific nature and details of a security. Because a BCR is a forward-looking opinion as of the date it is released, it cannot be considered as a fact or guarantee of future credit quality and therefore cannot be described as accurate or inaccurate. A BCR is a relative measure of risk that implies credit quality and is assigned using a scale with a defined population of categories and notches. Entities or obligations assigned the same BCR symbol developed using the same scale, should not be viewed as completely identical in terms of credit quality. Alternatively, they are alike in category (or notches within a category), but given there is a prescribed progression of categories (and notches) used in assigning the ratings of a much larger population of entities or obligations, the categories (notches) cannot mirror the precise subtleties of risk that are inherent within similarly rated entities or obligations. While a BCR reflects the opinion of A.M. Best Rating Services, Inc. (AM Best) of relative creditworthiness, it is not an indicator or predictor of defined impairment or default probability with respect to any specific insurer, issuer or financial obligation. A BCR is not investment advice, nor should it be construed as a consulting or advisory service, as such; it is not intended to be utilized as a recommendation to purchase, hold or terminate any insurance policy, contract, security or any other financial obligation, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. Users of a BCR should not rely on it in making any investment decision; however, if used, the BCR must be considered as only one factor. Users must make their own evaluation of each investment decision. A BCR opinion is provided on an "as is" basis without any expressed or implied warranty. In addition, a BCR may be changed, suspended or withdrawn at any time for any reason at the sole discretion of AM Best.

BCRs are distributed via the AM Best website at www.ambest.com. For additional information regarding the development of a BCR and other rating-related information and definitions, including outlooks, modifiers, identifiers and affiliation codes, please refer to the report titled "Understanding Best's Credit Ratings" available at no charge on the AM Best website. BCRs are proprietary and may not be reproduced without permission.

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Version 010219



Types of Insurance Carriers

Non-Admitted

This is an insurance carrier that is not licensed by the State of California, but is domiciled and admitted in other states and approved for use in California by the Department of Insurance. It is published on the List of Approved Surplus Lines Insurers (LASLI).

Carriers are strictly regulated by their state of domicile and must meet strict surplus lines laws and regulations in order to provide insurance in California.

These carriers are not backed by the California Insurance Guarantee Association (CIGA). They are used when coverage is not available from an admitted company either because domestic carriers feel it is too risky or because broader coverage may be available from a non-admitted carrier.

Admitted

This is an insurance carrier that is licensed to do business in California and regulated by the Department of Insurance. Carriers are strictly regulated. Rates and policy forms must be filed with the Department of Insurance and approved before they can be offered to the insurance consumer.

The carrier is backed by the Insurance Guarantee Association (CIGA), which provides insurance against carriers which become insolvent. It assumes limited responsibility for all claims up to \$500,000, with the exception of Worker's Compensation, which has no limitation. Ocean Cargo and Crime coverages are not insured through the Association.



Claims-Made and Reported Liability Policy

A Claims-Made and Reported Liability Policy provides third party liability coverage when a claim for damages is first made during the policy period. The incident causing the claim must occur during the policy period between the **retroactive (or continuity date) and the expiration date**, whichever is later. The claim must be reported to the carrier prior to the policy expiration date or **extended reporting period**.

Retroactive Date

The **retroactive date** is important in determining if a Claims-Made and Reported Policy will respond to a claim. This date is usually the same as the first date this coverage was first carried. For coverage to apply, the claim must fall between the **retroactive (or continuity) date** and the expiration date of the policy or **extended reporting period**.

Extended Reporting Period

As mentioned above, the claim must occur and be reported prior to the end of the expiration date or **extended reporting period**. An extension of time to report claims following the end of the expiration date may be purchased for claims made during the specified term purchased. This extension or **extended reporting period** is needed when a policy is cancelled or non-renewed and not placed with another carrier, renewed with an advanced **retroactive date** or changed to an "occurrence" form policy. Please note the **extended reporting period** does not extend the coverage period, only the time to report. The **extended reporting period** is usually available for a period of 12, 24, or 36 months, in some cases, longer.

Continuity Date

This is the first date that a policy or particular limit is carried. It may act as a **retroactive date**. Some policies may have a **retroactive date and a continuity date**, especially if limits have been changed over the years.

It is very important that careful consideration be given to all of the above issues when moving coverage provided by a claims-made and reported policy.



CERTIFIED TERRORISM Terrorism Risk Insurance Act – “TRIA” and Terrorism Risk Insurance Program Reauthorization Act of 2015 – “TRIPRA”)

"Certified Terrorism" is coverage offered by insurance carriers that have the financial backing of the U. S. government under the Terrorism Act of 2002, the Terrorism Risk Insurance Extension Act of 2005, the Reauthorization Act of 2007 and the Reauthorization Act of 2015. The Act is known as “TRIA.”

"Certified Terrorism" is defined under the act as: Any act that is certified by the Secretary of the Treasury, in consultation with the Secretary of Homeland Security, and the Attorney General of the United States, to be an act of terrorism. Criteria include:

- a. The act is an act of terrorism.
- b. The act is violent or dangerous to human life, property of infrastructure.
- c. The act resulted in damage within the United States, or outside of the United States

Missions or certain air carriers or vessels.

- d. The act has been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States government by coercion.

- e. The act must cause at least \$5,000,000 in overall insured losses attributable to all types of insurance subject to the Act.

- f. The Federal Government will pay based on formula established by law; 85% through 2015, 84% 2016; 83% 2017; 82% 2018; 81% 2019 and 80% 2020, but no more than 100 billion dollars. The carrier’s maximum payment is 100 billion dollars in total for all losses.

No act may be certified as an act of terrorism if the act is committed as part of the course of a war declared by Congress (except for Workers’ Compensation) or if losses resulting from the act, in the aggregate for insurance subject to TRIA, do not exceed \$5,000,000.



IMPORTANT DECLARATION AND DISCLOSURE INFORMATION

This document and the information contained herein is designed in a format that is easy to understand and compare against previous insurance programs. As such, it is necessary to use generalized terminology. This document does not in any way confirm that coverage is, or will be, in effect. Coverage can only commence after your request for coverage is accepted by the insurance company, and a deposit premium has been received. This proposal does not in any way infer or suggest that coverage as proposed will be broader than the standard forms provided by the quoted insurance company unless the broadening features are specifically mentioned in writing in this format. The presenter of this proposal has no authority to broaden or infer coverages beyond those that are stated in writing. This proposal is only valid for 30 days.

This proposal is a summary of terms and conditions proposed by the insurers based on the information obtained from you. Therefore, you are solely responsible for the accuracy of the information furnished to the insurance carriers. We are not responsible for verifying any of this information which you have provided, nor shall we have any liability that arises from the inaccuracy of the information which you provided. All changes in your exposures to loss should be reported to us immediately so that proper coverage may be affected.

The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request. The issued policy will supersede this proposal.

Upon acceptance of this proposal, it is necessary to effect insurance with proper values. Reviewing each of the coverages proposed and making changes and updates in accordance with current information and conditions is recommended. Higher limits may be available upon request.

It is important to note that any requests that you make, regarding this proposal or into the future, to change or bind your insurance coverage through email, voicemail or verbally with our staff will not take effect until written notice is received from us.

Any advice or guidance provided by any of our staff shall not be construed or relied upon as legal, accounting or actuarial advice. We encourage you to work with other professionals in those specific areas and for those specific matters.

Please also note that many insurance carriers have very strict claim reporting terms and conditions and can include wording that restricts or negates coverage should the carrier not be immediately notified of a potential claim. It is important that you refer to your actual policies for these requirements and follow them closely.

Compensation

For the placement and service of your insurance program, we will receive commission-based compensation from selected insurance companies and/or wholesale intermediaries. The compensation received by us may differ depending on the product and the insurance company. We may receive additional contingent compensation from these insurance companies based upon other aggregate factors, such as claims experience, growth in new business, retention of the business, total premium volume placed, etc. We may also be reimbursed for services rendered under contract with selected premium finance companies that agree to finance your insurance premiums. Any additional fees in lieu of commissions or for services such as claims, loss control and general risk management, will be outlined in the proposal.

Data Protection and Use

We are committed to protecting the privacy of your personal data. In our role as an insurance broker, we may use the data you provided us in the process of securing quotes or coverage, claims management, typical policy servicing, etc. and that data may be provided to various insurance carriers or intermediaries. If you have any specific questions about the use or access to this data, please let us know and we would be happy to discuss it with you.



IMPORTANT DECLARATION AND DISCLOSURE INFORMATION

With respect to your logo(s) and unless otherwise instructed by you, we may, without notice or consent, use your logo(s) and other publicly available information in our marketing efforts and materials with the intent of adding additional clients and growing our business.

Insurance Carrier Rating

If we have provided information in the proposal as to the current rating of an insurance carrier through the AM Best Company, which is an independent rating company, please understand that to the best of our ability we are providing their current rating as of the date of the proposal. However, these ratings are subject to change at any time. Therefore, if the rating of the carrier is important to you or your business, we advise that you check the current rating by accessing their website directly at ambest.com for the most current status and rating of your insurance carrier.



IMPORTANT NOTICE:

- 1. The insurance policy that you are applying to purchase is being issued by an insurer that is not licensed by the State of California. These companies are called "nonadmitted" or "surplus line" insurers.**
- 2. The insurer is not subject to the financial solvency regulation and enforcement that apply to California licensed insurers.**
- 3. The insurer does not participate in any of the insurance guarantee funds created by California law. Therefore, these funds will not pay your claims or protect your assets if the insurer becomes insolvent and is unable to make payments as promised.**
- 4. The insurer should be licensed either as a foreign insurer in another state in the United States or as a non-United States (alien) insurer. You should ask questions of your insurance agent, broker, or "surplus line" broker or contact the California Department of Insurance at the toll-free number 1-800-927-4357 or internet website www.insurance.ca.gov. Ask whether or not the insurer is licensed as a foreign or non-United States (alien) insurer and for additional information about the insurer. You may also visit the NAIC's internet website at www.naic.org. The NAIC-the National Association of Insurance Commissioners-is the regulatory support organization created and governed by the chief insurance regulators in the United States.**
- 5. Foreign insurers should be licensed by a state in the United States and you may contact that state's department of insurance to obtain more information about that insurer. You can find a link to each state from this NAIC internet website: https://naic.org/state_web_map.htm.**

6. For non-United States (alien) insurers, the insurer should be licensed by a country outside of the United States and should be on the NAIC's International Insurers Department (IID) listing of approved nonadmitted non-United States insurers. Ask your agent, broker, or "surplus line" broker to obtain more information about that insurer.

7. California maintains a "List of Approved Surplus Line Insurers (LASLI)." Ask your agent or broker if the insurer is on that list, or view that list at the internet website of the California Department of Insurance: [8. If you, as the applicant, required that the insurance policy you have purchased be effective immediately, either because existing coverage was going to lapse within two business days or because you were required to have coverage within two business days, and you did not receive this disclosure form and a request for your signature until after coverage became effective, you have the right to cancel this policy within five days of receiving this disclosure. If you cancel coverage, the premium will be prorated and any broker's fee charged for this insurance will be returned to you.**](http://www.insurance.ca.gov/01-consumers/120-company/07-</p></div>
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Tim O'Brien

Signature

Date: 06/30/2022

Insured: Sage Oak Charter Schools

D-1 (Effective January 1, 2020)



Certificate of Completion

Summary

Title	Sage Oak 2022 Proposal
File name	Sage Oak 2022 Proposal.pdf
Status	Completed
Document guid:	Ef9HvBEZXw_thUrCXvXaF6dlZKlHr9or

Document History

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SAGE OAK CHARTER SCHOOLS

Agenda Item:

Date: August 8, 2022

X	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Ratification of Managed Methods Renewal Quote

Background:

Sage Oak is requesting that the Board ratify the Renewal Quote for Managed Methods. The renewal provides continued access to the Managed Methods software platform that allows Sage Oak staff to monitor students' Google documents and school emails on school-owned and managed devices. The monitoring adds to the schools' efforts regarding the acceptable use of technology and student safety.

It is recommended that the Board ratify the Managed Methods Renewal Quote.

Fiscal Impact:



Revised Sage Oak Charter School (CA) - 12 Month Renewal - July22 (copy)

Sage Oak Charter School (CA)
 1255 West Colton Avenue, STE
 105
 Redlands, California 92373
 United States

Jose Mendoza
 IT Specialist
 jmendoza@sageoak.education
 (888) 435-4445

Reference: 20220615-141051203
 Quote created: June 15, 2022
 Quote expires: July 29, 2022
 Quote created by: Marci McDuffee
 Director of Customer Success
 mmcduffee@managedmethods.com
 +1 (303) 415-3641

Comments from Marci McDuffee

Annual Renewal
 12 Month Deal - July 13, 2022 - July 12, 2023
 *Increased staff counts from last year

Products & Services

Item & Description	SKU	Quantity	Unit Price	Total
ManagedMethods Cloud Security - Staff Account Standard 12-month subscription for staff accounts	MM-SEC-STAFF-12	230	\$16.00 / year	\$3,680.00 / year for 1 year
ManagedMethods Cloud Security - Staff Account Advanced Malware Standard 12-month subscription for staff malware add-on	MM-ADV-MAL-12	230	\$2.00 / year	\$0.00 / year after 100% discount for 1 year
ManagedMethods Cloud Security - Student Account Standard 12-month subscription for student accounts	MM-SEC- STUDENT-12	4000	\$2.00 / year	\$8,000.00 / year for 1 year

Subtotals

Annual subtotal \$11,680.00
after \$460.00 discount

Total \$11,680.00

Purchase Terms

- Malware scanning not provided for student accounts. Available for additional charge, please contact your account rep.
- Terms and Conditions - managedmethods.com/terms
- Privacy Policy - managedmethods.com/privacy-policy/
- Purchase order must accompany signed quotation

Purchase Order Number _____

Signature



Signature

July 19, 2022

Date

Krista Woodgrift

Printed name

Questions? Contact me



Marci McDuffee
Director of Customer Success
mmcduffee@managedmethods.com
+1 (303) 415-3641

ManagedMethods
719 Walnut St.
Boulder, CO 80302
United States

SAGE OAK CHARTER SCHOOLS

Agenda Item:

Date: August 8, 2022

X	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Ratification of Online Purchasing System (OPS) Change Order-OPS 22, Staples Customization 2022-23

Background:

Sage Oak is requesting that the Board ratify the change order to OPS agreement SOCS-CO01-2223. The change order adds customization to the OPS purchase order system to facilitate electronic ordering and approval with vendor Staples. The integration will increase order accuracy and time spent on Staples purchase orders.

It is recommended that the Board ratify the OPS Change Order.

Fiscal Impact:



PO Box 126
 Beaver, WA 98305
 PHONE: 530 265.3333
 E-MAIL: JOE@OPSLR.COM

change order

Client: Sage Oak Charter School
Contact: Tim O'Brien
Address: 1473 Ford St, Ste 105, Redlands, CA 92373
Phone: 951-378-1151
Date: 6/29/2022
Number: SOCS-CO01-2223
Revision: Original
Service: OPS 22 Customization 2022-2023

Requested Customization: Update Accounting Exports

Background:

Client has requested that Online Purchasing Systems (OPS) develop a new punchout integration with Staples to facilitate electronic ordering and approval.

Objective:

OPS will create a new punchout vendor listing on the Purchasing page. Teachers (or Admin/Parent ordering on behalf of a Teacher) will be able to select a student, then click the Staples Punchout request button, which will take the Teacher/Admin/Parent directly to the Punchout Vendor's website to begin filling an electronic shopping cart. The Teacher/Admin/Parent will be able to complete the following.

1. Select items to add to the shopping cart
2. Checkout on the Vendor's website
3. Punch back into the OPS to review order information

Once the order has been created, the order request can be Approved, then Processed within OPS by an Admin and a "Send Electronic PO" button will appear. When this button is pressed an electronic PO will be sent to the Vendor in an XML format. The OPS Admin should then get an approval message that the PO has been received by the Vendor. OPS keeps track of whether or not the PO has been sent, so that POs cannot be sent more than once.

Cost Breakdown:

Project Management (2 hours):	\$250.00
Development Time (25 hours):	\$3,125.00
Testing (5 hours):	\$625.00
Total:	\$4,000.00
Sage Oak's Total (1/3 of Total):	\$1,333.33
Estimated Time for Completion:	2 weeks from project approval

Upon approval, the work will commence and this cost will be reflected on the next invoice. If this agreement is acceptable, please sign and return to OPS so we may promptly continue the development of your project.

On Behalf of Client:

Name: Krista Woodgiff
 Title: Superintendent
 Date: 7/5/22

Partners on Behalf of OPS:

Guy Stokley [Signature]
 Sam Frangiamore [Signature]
 Date: 6/29/2022

SERVICES, PRICES AND PAYMENT

Upon execution of the Proposal, Client shall pay OPS a non-refundable advance of amount specified on previous page. Monthly subscription fees are due OPS on the first day of every month and/or as of the date listed therefor in the Proposal. Late payments will incur a \$20 late fee. If Client halts work or wishes to terminate this Agreement, Client agrees to pay for all work completed or hours spent, and any pre-approved out-of-pocket expenses incurred. Any prepayment or monthly fees received by OPS shall be non-refundable. For any Services requiring OPS to travel, Client agrees to reimburse OPS for its actual, reasonable travel and other out-of-pocket expenses. Client shall be responsible for any collection expenses, and for all taxes associated with the Services, except those based on OPS's net income. If Client becomes delinquent in its payments, any deliverables due to Client may be withheld until Client is current, and late fees may be charged. Upon payment therefor, any and all deliverables conceived by OPS during this engagement relative to OPS's duties under this Agreement (the "Deliverables") shall be licensed by OPS to the Client on a perpetual basis for the purpose directly listed in the Proposal and no other purpose. If OPS works on materials or documents provided by Client ("Materials"), the Materials shall belong to the party holding title thereto. Client hereby assigns any and all potential right, title, interest and claims to the Deliverables to OPS. Client shall not transfer or copy the Deliverables for delivery to any party for utilization by said party without OPS's prior consent; provided, however that Client may assign the Deliverables in any merger, acquisition, or other purchase or transfer of Client's assets. The intent of the preceding sentence is to prevent Client from disseminating templates or the like designed by OPS for Client to other parties with whom OPS may contract in the future, thereby potentially decreasing the market for OPS's services. Client is responsible for using any Deliverables to achieve Client's intended results. Client authorizes OPS to access its account, with "write permission" for the Client's web page directory, cgi-bin directory, and any other directories or programs that need access for OPS to perform the Services. OPS may rely on all decisions and approvals made by employees and agents of Client, oral or written (including extranet or email). Client's request for any changes must be in writing. OPS shall not be obligated to perform tasks described in Client's request until the Parties agree in writing to the proposed change and hourly rate therefor. Upon contract signing, OPS may mention its relationship, show its work, and utilize Client's logo in marketing presentations, and, upon delivery of its work, if desired by OPS, link OPS's web site to the area on Client's site displaying the Deliverables, and, at OPS's request, Client shall include OPS's logo in an appropriate area on its web site, which OPS may revoke at its discretion.

CONFIDENTIALITY

Each Party agrees to maintain the confidentiality of any business, operational or technical information provided by the other Party pursuant to this Agreement hereunder that a reasonably prudent person would understand to be revealed under a duty of confidentiality (the "Proprietary Information"), and to only use it in carrying out its rights and obligations under this Agreement. The Services furnished by OPS, its intake process and link/email survey and form questions promulgated to the Client, its creative brief made therefrom, and the terms of and pricing under this Agreement are OPS's Proprietary Information. The confidentiality obligations shall not apply to any material or information that the receiving Party can document (i) is or becomes generally available to the public; (ii) was in its possession or known by it prior to receipt from the other Party; (iii) was rightfully disclosed to it by a third party; (iv) was independently developed without use of the other Party's Proprietary Information; or (v) is required to be disclosed by law.

WARRANTIES AND DISCLAIMER

OPS shall indemnify, defend and hold Client harmless from and against any third party claims, suits, demands, actions and proceedings, judgements, penalties, damages, costs and expenses (including reasonable legal fees and costs), losses or liabilities ("Damages") arising out of a claim against Client that the deliverables developed by OPS and provided to Client hereunder constitute an infringement of any copyright held by a third party in the United States, by paying the damages actually awarded against Client in any such suit or proceeding brought by a third party against Client, up to the amount paid by Client hereunder for the offending Deliverable. OPS shall not be obligated to defend or be liable for costs and/or damages under this Section if the alleged infringement (1) arises out of or is in any manner attributable to any modification of any of its deliverables by any other party, or (2) is due to the operation of any computer hardware or software not listed in OPS's technical specifications or (3) arises out of or is in any manner attributable to the collateral or content provided by Client or any other party to OPS for use hereunder (for which Client shall indemnify OPS). Client warrants, represents, and unconditionally guarantees that it has sufficient rights in any and all materials it is providing to OPS hereunder, including but not limited to any elements of text, fonts, graphics, photos, designs, trademark, artwork or the like (the "Client Materials") for OPS to complete the Services contemplated by this Agreement, including but not limited to any necessary authorization, release, clearance or license related to any rights of ownership, privacy, publicity, or intellectual property; and it will not provide OPS for use hereunder with any Client Materials that infringe any third party's intellectual property or other proprietary rights. Client hereby agrees to indemnify, defend, and hold harmless OPS, its employees, subcontractors, and agents, against any third-party damages, losses, liabilities, taxes, tariffs, settlements, or expenses (including, without limitation, costs, and attorneys' fees), in connection with any claim or action that arises from an alleged violation of the foregoing or otherwise from the Client Materials, Client's exercise of Internet electronic commerce, or the Services. OPS and Client will indemnify and hold each other harmless from and against all losses, damages, and/or claims caused by their negligence or failure to act under this Services Agreement. If either party

incurs attorneys' fees and court costs due to litigation arising under this Agreement, the prevailing party in such litigation shall be entitled to recover such attorney's fees and court costs from the non-prevailing party. Should any of the Services or Deliverables not comply with OPS's specifications therefor, Client must inform OPS of the deficiency within 30 days of receipt and OPS shall use commercially reasonable efforts to remedy. If compliant Services cannot be provided within a reasonable time, Client's remedy shall be to terminate this Agreement. Client understands that any Internet Service Provider (ISP)'s services require a separate contract with that ISP. Client agrees to select an ISP that allows OPS full access to its Web site and a cgi-bin directory via FTP. Due to conditions beyond its control, OPS does not warrant that the operation of the Deliverables, including any portion of Client's Web site, will be uninterrupted or error-free. Any warranties, indemnities, guarantees, and representations, express or implied, are specifically disclaimed, including, but not limited to, any warranty of non-infringement, merchantability, title, or fitness for a particular purpose and implied warranties arising from course of dealing or performance, except to the extent that such disclaimers are held to be legally invalid. OPS also disclaims any warranty regarding any benefit Client might obtain from the Services, and the operation or appearance or interaction of the Deliverables with Client's web site.

LIMITATION OF LIABILITY

AS ALL DELIVERABLES PROVIDED HEREUNDER SHALL BE BASED ON CLIENT'S CONTENT, SPECIFICATIONS AND MATERIALS, ALL OPS SERVICES AND DELIVERABLES ARE PROVIDED "AS IS". IN NO EVENT SHALL OPS OR CLIENT BE LIABLE FOR LOSS OF BUSINESS OR BUSINESS OPPORTUNITIES, LOSS OF USE OR OF DATA, OR FOR ANY EXEMPLARY, PUNITIVE, INDIRECT, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, INCLUDING BUSINESS INTERRUPTION OR LOSS OF PROFITS (EXCEPT IN THE CASE OF NONPAYMENT), EVEN IF IT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR LIABILITY, WHETHER UNDER THIS AGREEMENT OR OTHERWISE, IN WHICH ANY LEGAL OR EQUITABLE ACTION MAY BE BROUGHT. OPS SHALL IN NO EVENT BE LIABLE HEREUNDER FOR DAMAGES EXCEEDING THE FEES PAID BY CLIENT FOR THE SERVICES THAT DIRECTLY GAVE RISE TO SUCH DAMAGES.

MISCELLANEOUS

All Sections of this Agreement that by their nature should survive termination or expiration will survive, including, without limitation, accrued rights to payment, confidentiality obligations, warranty disclaimers, and limitations of liability. Except for payment obligations, neither Party shall be responsible for any failure to perform due to unforeseen, non-commercial circumstances beyond its reasonable control, including but not limited to acts of God, war, embargoes, fire, floods, terrorist attacks, earthquakes, accidents, strikes, sickness, computer viruses, or the like. In the event of any such delay, any period of time for action by said Party may be deferred for a period sufficient to resume normal business activities. No agency, partnership, joint venture, or employment is created as a result of this Agreement and Client does not have any authority to bind OPS in any respect. OPS shall have the right to use third parties in performance of the Services and, for purposes of this Agreement, all references to OPS shall be deemed to include such third parties/subcontractors. This Agreement is the complete and exclusive statement of the mutual understanding of the Parties and supersedes and cancels all previous written and oral agreements, communications, proposals, and other understandings related to the subject matter of this Agreement. All waivers and modifications must be in writing signed by both Parties in ink, except as otherwise provided. The Parties expressly agree that any pre-printed or other terms on any purchase order, request for proposal, or other document shall have no force or effect, even if signed by the Parties after the date hereof. If a court of competent jurisdiction determines as a part of a final non-appealable judgment that any provision of this Agreement is illegal or otherwise unenforceable, it will be limited to the minimum extent necessary so that this Agreement will otherwise remain in full force and effect. Any notice under this Agreement will be in writing and will be deemed to have been duly served the day after it is sent, if sent by next day commercial courier delivery (e.g., Federal Express). The Parties have read this Agreement and had the opportunity to consult with their legal advisors. It will be fairly interpreted in accordance with its terms and without any strict construction against either Party. From time to time, governments enact laws and levy taxes and tariffs affecting Internet electronic commerce. Client agrees that it is solely responsible for complying with said laws, taxes, and tariffs, and will hold harmless, protect, and defend OPS and its subcontractors from any claim, suit, penalty, tax or tariff arising therefrom. No failure or delay on the part of a Party in exercising any right, power or remedy shall operate as a waiver thereof; nor shall any single or partial exercise preclude any other or further exercise thereof or the exercise of any other right, power or remedy hereunder. This Agreement and all transactions hereunder shall be governed in all respects by the laws of the State of California, without regard to either its conflicts or choice of laws rules or the application of the United Nations Convention on Contracts for the International Sale of Goods. In any action to enforce rights under this Agreement, the prevailing party may recover its reasonable costs and attorneys' fees. This Agreement may be executed in counterparts, each of which will be deemed to be an original, and each of which alone and all of which together, shall constitute one instrument. In making proof of this Agreement, it is only necessary to produce or account for the counterpart signed by the Party against whom this Agreement is to be enforced. A facsimile or photocopy thereof of any autograph is deemed an original signature, and the fax/copy shall be an original counterpart. The signatures on the Proposal evidence that the Parties agree to these Terms.

SAGE OAK CHARTER SCHOOLS

Agenda Item:

Date: August 8, 2022

X	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Ratification of 2022-23 School Pathways Canvas Bridge Quotes for Helendale (#1885), Warner (#2051), and Keppel (#1886)

Background:

Sage Oak is requesting that the Board ratify the 2022-2023 School Pathways Canvas Bridge Quotes. This is a two-way bridge subscription between Sage Oak and School Pathways.

It is recommended that the Board ratify the 2022-2023 School Pathways Canvas Bridge Quotes.

Fiscal Impact:



School Pathways, LLC
 181 Commercial Street, Portola, CA 96122
 Phone: 866-200-6936

Customer Name:	Sage Oak Charter School	Enrollment:	3343
Customer Contact Name:	Krista Woodgrift	Customer Contact Title:	Executive Director
Contact Email:	kwoodgrift@sageoak.education	Number of Schools:	1
Customer Contact Phone:	909-556-7369	Contract Term:	12 months
Proposal Issue Date:	6/27/2022	Start Date:	9/1/2022
Proposal Expiration Date:	8/31/2022	End Date:	8/31/2023

Product Subscriptions	Quantity	Unit	Annual Subscription Fee
Canvas Two-Way Bridge Annual Subscription	3343	Student	\$16,046.40

Total Annual Subscription Fees: \$16,046.40

Professional Services & Custom Development	Quantity	Unit	One-Time Training, Services, Development Fee

Total Professional Services & Custom Development:

Subscription, Services, Custom Development Totals:

Product/Service	Total Quote	Discount	Total Fees
Annual Product Subscriptions	\$16,046.40	25%	\$12,034.80
Total Quote	\$16,046.40		\$12,034.80

School Pathways will review enrollment prior to term end date to adjust subscription fees for enrollment increases as needed. Any applicable state sales tax has not been added to this quote.

Invoices shall be issued: Annually Bi-Annually Quarterly.

Invoices will be sent out annually (7/1), bi-annually (7/1 and 1/1), or quarterly (7/1, 10/1, 1/1, 4/1), based upon your chosen preference.

Payment is due within 30 days of the invoice date.

By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to www.schoolpathways.com/msa

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

Sage Oak Charter School

By:

Printed Name: Krista Woodgrift

Title: Superintendent

Date: 7/6/22

School Pathways, LLC

By:

Printed Name: LeAnn Steffanic

Title: Controller

Date: 7/6/2022



School Pathways, LLC
 181 Commercial Street, Portola, CA 96122
 Phone: 866-200-6936

Customer Name:	Sage Oak Charter School - Keppel	Enrollment:	289
Customer Contact Name:	Krista Woodgrift	Customer Contact Title:	Executive Director
Contact Email:	kwoodgrift@sageoak.education	Number of Schools:	1
Customer Contact Phone:	909-556-7369	Contract Term:	12 months
Proposal Issue Date:	6/27/2022	Start Date:	9/1/2022
Proposal Expiration Date:	8/31/2022	End Date:	8/31/2023

Product Subscriptions	Quantity	Unit	Annual Subscription Fee
Canvas Two-Way Bridge Annual Subscription	289	Student	\$1,387.20

Total Annual Subscription Fees: \$1,387.20

Professional Services & Custom Development	Quantity	Unit	One-Time Training, Services, Development Fee

Total Professional Services & Custom Development:

Subscription, Services, Custom Development Totals:

Product/Service	Total Quote	Discount	Total Fees
Annual Product Subscriptions	\$1,387.20	25%	\$1,040.40
Total Quote	\$1,387.20		\$1,040.40

School Pathways will review enrollment prior to term end date to adjust subscription fees for enrollment increases as needed. Any applicable state sales tax has not been added to this quote.

Invoices shall be issued: Annually Bi-Annually Quarterly.

Invoices will be sent out annually (7/1), bi-annually (7/1 and 1/1), or quarterly (7/1, 10/1, 1/1, 4/1), based upon your chosen preference. Payment is due within 30 days of the invoice date.

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IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

Sage Oak Charter School - Keppel
 By:
 Printed Name: Krista Woodgrift
 Title: Superintendent
 Date: 7/6/22

School Pathways, LLC
 By:
 Printed Name: LeAnn Steffanic
 Title: Controller
 Date: 7/6/2022



School Pathways, LLC
 181 Commercial Street, Portola, CA 96122
 Phone: 866-200-6936

Customer Name:	Sage Oak Charter School - Keppel	Enrollment:	289
Customer Contact Name:	Krista Woodgrift	Customer Contact Title:	Executive Director
Contact Email:	kwoodgrift@sageoak.education	Number of Schools:	1
Customer Contact Phone:	909-556-7369	Contract Term:	12 months
Proposal Issue Date:	6/27/2022	Start Date:	9/1/2022
Proposal Expiration Date:	8/31/2022	End Date:	8/31/2023

Product Subscriptions	Quantity	Unit	Annual Subscription Fee
Canvas Two-Way Bridge Annual Subscription	289	Student	\$1,387.20

Total Annual Subscription Fees: \$1,387.20

Professional Services & Custom Development	Quantity	Unit	One-Time Training, Services, Development Fee

Total Professional Services & Custom Development:

Subscription, Services, Custom Development Totals:

Product/Service	Total Quote	Discount	Total Fees
Annual Product Subscriptions	\$1,387.20	25%	\$1,040.40
Total Quote	\$1,387.20		\$1,040.40

School Pathways will review enrollment prior to term end date to adjust subscription fees for enrollment increases as needed. Any applicable state sales tax has not been added to this quote.

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Invoices will be sent out annually (7/1), bi-annually (7/1 and 1/1), or quarterly (7/1, 10/1, 1/1, 4/1), based upon your chosen preference. Payment is due within 30 days of the invoice date.

By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to www.schoolpathways.com/msa

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

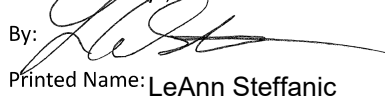
Sage Oak Charter School - Keppel

By: 
 Printed Name: Krista Woodgrift

Title: Superintendent

Date: 7/6/22

School Pathways, LLC.

By: 
 Printed Name: LeAnn Steffanic

Title: Controller

Date: 7/6/2022

SAGE OAK CHARTER SCHOOLS

Agenda Item:

Date: August 8, 2022

X	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of Community Provider (CP) and/or Education Material Resource Provider (EMRP) Agreement Revisions

Background:

Sage Oak is requesting that the Board approve the revisions to Community Provider (CP) and Educational Material Resource Provider (EMRP) Agreement. The Community Provider (CP) and Educational Material Resource Provider(EMRP) Agreement was updated to reflect changes related to the closure of the CSO and to update livescan procedures.

It is recommended that the Board approve the revised Community Provider (CP) and Educational Material Resource Provider(EMRP) Agreement.

Fiscal Impact:



Community Provider (CP) and Educational Material Resource Provider (EMRP) Agreement

Thank you for your interest in becoming or renewing as a community provider (CP) and/or Education Material Resource Provider (EMRP) for Sage Oak Charter Schools (School). In order to be approved as a potential CP/EMRP, please review and agree to the following:

TERM of Agreement. This Agreement will be effective on July 1, 2021 and shall be effective for a period of three (3) years, unless terminated pursuant to the terms of this Agreement.

1.) **Initial here _____ to Agree to:** This form is required to be listed as a School approved CP/EMRP. Agreement to each point in this form is a prerequisite for the school to purchase goods or services from a CP/EMRP. An approved CP/EMRP in no way is promised to receive purchase orders from the school. The application is not an offer nor an acceptance of an offer made by a CP/EMRP. The Agreement becomes binding upon the acceptance of a valid purchase order issued by the School.

2.) **Initial here _____ to Agree to:** School retains the right to terminate this Agreement at any time and for any reason.

3.) **Initial here _____ to Agree to:** NO EMPLOYMENT RELATIONSHIP: Notwithstanding any language in this application or the [General Terms and Conditions of the Purchase Order](#) to the contrary, the parties intend that their relationship will be only as set forth in each purchase order. Neither party nor any employee, agent, officer, or independent contractor of or retained by either party shall be considered an agent or employee of the other party for any purpose or entitled to any of the benefits that the other party provides for any of the other party's employees including but not limited to retirement plans such as CalSTRS. Furthermore, each party acknowledges that it shall be responsible for all federal, state and local taxes for it and its employees and reports relative to fees under each purchase order, and each party will indemnify

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and hold the other party harmless from any failure to file necessary reports or pay such taxes.

4.) **Initial here _____ to Agree to:** School does not control whether the CP/EMRP retains an employee; the school has no control over the CP/EMRP's employment decisions (hiring/firing), but the school reserves the right to retain or reject who works with our students.

5.) **Initial here _____ to Agree to:** Any prior School employee must have express approval by the Executive Director or designee to be approved as a School CP/EMRP.

6.) **Initial here _____ to Agree to: *Standards*** - School is a K-12 public school and strives to meet [California Common Core State Standards](#). Student funds can only be used toward educational materials and activities that align to these standards and for activities, material, and/or curriculum that has been approved by the School's teacher and the School.

7.) **Initial here _____ to Agree to: Non-Sectarian Policy** - The CP/EMRP agrees that it will not provide services or products that are sectarian, religious, or denominational in content to students of the School.

8.) **Initial here _____ to Agree to: *Conflict of Interest Policy*** - The CP/EMRP agrees that instructional funds cannot directly or indirectly be spent on their own family for services they render and/or materials provided, as this would be a conflict of interest. "Family," for the purpose of this policy, can be defined as: spouses, domestic partners, children (including step-children and foster children), parents, step-parents, grandparents, grandchildren, and siblings (including step-brothers and step-sisters).

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CP/EMRPs have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. Such a conflict occurs when a CP/EMRP is in a position to influence a decision to use instructional funds that may result in direct or indirect personal benefit for the CP/EMRP or for Family (as defined above) as a result of the school's business dealings. CP/EMRP shall disclose any such relationships with School that constitutes or may constitute a conflict of interest pursuant to law, including but not limited to California Education Code Section 56042. Pursuant to California Education Code Section 56042, a parent, someone acting on behalf of a parent, a CP/EMRP or a service provider of an individual with exceptional needs shall not recommend placement at a CP/EMRP's facility if the parent, someone acting on behalf of the parent, the CP/EMRP or the service provider is employed or contracted by the CP/EMRP, or will receive a benefit from the CP/EMRP, or otherwise has a conflict of interest.

9.) **Initial here _____ to Agree to:** [Sage Oak Name and Logo Use Policy](#). No use of the School's name, in full or in part, or the School's logo may be used by CP/EMRPs without the express written consent of the School. School may withhold such consent in the School's sole absolute discretion. All requests for use should be made to communityproviders@sageoak.education.

10.) **Initial here _____ to Agree to:** CP/EMRP must be in good standing with the School. This means compliance with all the requirements in this Agreement, including timely invoicing and credit processing described in the Schools [General Terms and Conditions of the PO](#).

11.) **Initial here _____ to Agree to:** All CP/EMRPs must have a website conforming to the School's requirements. Those requirements may be viewed on our [evaluation tool](#).

12.) **Initial here _____ to Agree to:** [Unlawful Harassment Discrimination Retaliation Policy](#). The School is committed to providing a learning environment free from discrimination, harassment, intimidation and/or bullying. The School prohibits discrimination, harassment, intimidation and/or bullying based on the actual or

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perceived characteristics set forth in Penal Code §422.5, Education Code §220 in any CP/EMRP program or activity it conducts or to which it provides significant assistance. The School ensures equal rights and opportunities in accessing education programs, activities, and facilities and prohibits discrimination or harassment based on the following categories: race (including traits historically associated with race, including, but not limited to, hair texture and protected hairstyles such as braids, locks, and twists), color, religion, religious creed (including religious dress and grooming practices), ethnicity, national origin, ancestry (including language use restrictions), citizenship, physical or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), genetic information, marital status, registered domestic partner status, sex (including pregnancy, childbirth, breastfeeding, or related medical conditions), actual or perceived gender, gender identity, gender expression, age (40 years and over), sexual orientation, veteran and/or military status, protected medical leaves, status as a victim of domestic violence, assault or stalking, political affiliation, and any other status protected by state or federal law. In addition, the School prohibits retaliation against a person who engages in activities protected under this policy. Reporting, or assisting in reporting, suspected violations of this policy and cooperating in investigations or proceedings arising out of a violation of this policy are protected activities. If following an investigation it is determined that a CP has engaged in prohibited and/or unprofessional conduct as listed above, the CP will be removed from providing service to Sage Oak Charter Schools' students and its affiliated schools within The Collaborative Charter Services Organization.

13.) **Initial here _____ to Agree to:** CP/EMRPs that do not transact at least \$1,000 in purchase orders, or a count of 10 purchase orders per school year, whichever is least, may be inactivated and/or not asked to renew for subsequent school years. CP/EMRP's that do not serve a minimum number of three (3) student families may be inactivated and/or not asked to renew for subsequent school years.

14.) **Initial here _____ to Agree to:** [General Terms and Conditions of the Purchase Order](#)

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15.) **Initial here _____ to Agree to:** The CP/EMRP Seller will comply with all federal, state, and local laws, including, but not limited to, any statute, rule, regulation, judgment, decree, order or permit applicable to its performance under this Agreement including any employment, health or safety agency regulations.

The following elements 16-24 are additional requirements for CPs. EMRPs should indicate “Exempt” in these sections.

16.) **Initial here _____ to Agree to:** The CP is free from the control and direction of the School in connection with the performance of work associated with the School’s purchase order(s), both under the contract for the performance of the work and in fact. The School may issue a purchase order for the CP’s services outside its usual course of business. The CP is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed.

17.) **Initial here _____ to Agree to:** CP’s are required to provide a copy of a valid business license if required by the city or county in which services are being provided. Use the following submission form to upload a copy of the valid license, or if not required by the city or county in which services are being provided, provide a brief explanation: [Sage Oak Business License Submission](#).

18.) **Initial here _____ to Agree to:** [Community Provider Code of Conduct Policy](#)

19.) **Initial here _____ to Agree to:**
In accordance with the School’s [Background Check Policy](#), individuals working with students, will be subject to a criminal background check. Results submitted through the School’s Live Scan account will be maintained through the fingerprint clearinghouse managed by Sage Oak Charter Schools.. A provider removed from eligibility for the School due to a criminal offense will be removed from eligibility for all schools participating in the clearinghouse.

A. For providers located in California, collection of Live Scan - [Live Scan and Fingerprinting](#).

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- B. For providers located outside California, collection of fingerprinting and background check- [Out-of-State Fingerprinting - Community Providers](#).

20.) **Initial here _____ to Agree to:** CP has policies and procedures related to pupil and site safety, emergency response, and accident reporting that are reasonable for the service or activity in place.

21.) **Initial here _____ to Agree to:** In the event of a public health crisis, such as COVID-19, the School will only continue to partner with providers who demonstrate a commitment to and who follow all related safety protocols that are set forth by the School. These may include but are not limited to, protocols for wellness screenings, sanitization, OSHA reporting and investigations, personal protective equipment, and signage for staff, visitors, and the School’s students. The School will use state, federal, and county health officials to develop and determine protocols in this regard. The School will communicate what may be frequently changing guidance related to the CP’s requirements for the safety of the School’s students.

22.) **Initial here _____ to Agree to:** CP service fee requirements:

- A. Students must be given the option to use School instructional funds to pay for costs associated with accessing the class (i.e. registration fee, course fee, materials fee). The School continues to only pay for the educational portion and continues to not pay for non-education-related expenses such as: clothing, costumes, competition fees, non-safety equipment, etc.
- B. Non-curriculum materials fees (paper, pencils, art supplies, etc.) will be covered by the School only if they are listed on the CP’s website course description.
- C. Curriculum/textbooks **must** be ordered through an EMRP vendor and may not be embedded into the cost of the CP service. If a CP has created a custom curriculum, the CP can request/apply to become an EMRP vendor and sell their curriculum through a separate materials purchase order.

23.) **Initial here _____ to Agree to:** The student’s primary education is as an enrolled student with the School. The CP provides a supplemental program that does not take the place of the School and serves only in a support level role with the School. California Education Code Section 47602(b) states that “no charter school shall receive



LIVE SCAN AND FINGERPRINTING

All employees, community providers (CPs), and employees of CPs located in California, who interact and/or engage, including virtually, with students of Sage Oak Charter Schools (School), must complete a criminal background check by submitting their fingerprints to the Department of Justice via Live Scan in compliance with the Background Check policy.

- The CP and all employees/contractors of the CP who interact with or engage with students of the School have completed a background check and that the results have been shared with the School. The CP agrees that the School will evaluate whether pending convictions/charges compromise student safety or the integrity of the school and whether or not an individual may engage with or interact with a student of the School.
- The CP will notify the School within 24 hours of any conviction or pending charges that occur with any of the employees/contractors of the CP, even if the employees/contractors do not directly serve students of the School.
- The CP will keep a current list of all employees/contractors (hereinafter called a Live Scan Roster) working with students and inform the School no later than 30 days of any new employee/contractor starting work with the CP.

The CP must have one of the following - (either **does not have** Originating Agency Identification (**ORI**) number issued by the Department of Justice (DOJ) or **does have an ORI number**):

ORI - A state-provided registration number that confirms authorization as a Custodian of Records. A Custodian of Records at the School or employed by CP will be responsible for the security, storage, dissemination, and destruction of the criminal records.

- **CP DOES NOT HAVE AN ORI NUMBER:**
The CP has **completed and returned the Live Scan included in the CP packet for each employee/contractor that will be in contact with the School's students.** If there are additional employees/contractors who will have contact with a student of the School, the CP must inform the School and submit new Live Scans for those individuals.



□ **CP DOES HAVE AN ORI NUMBER:**

The CP has an **ORI Number issued by the DOJ (the CP must provide a copy of the Custodian of Records letter)** and has conducted a criminal background check of all employees/contractors who will interact with or engage with students of the School, through the DOJ. The CP certifies to the School that neither the CP nor any employee/contractor of the CP working with students of the School has a conviction or has pending charges. The CP also agrees that they will continually monitor the status of all their employees/contractors. The CP agrees to inform the School of any risk to our students based upon reports received by the DOJ in connection with CPs Live Scanned employees.

LIVE SCAN FINGERPRINTING INFORMATION SHEET

NOTE: The cost of Live Scan fingerprinting is the responsibility of the CP

CP's located in California have two options when completing their Live Scan. The CP must complete the Live Scan form located in the packet and fill out the *Applicant Information* section of the form and take it to the appropriate destination based on the option the CP has chosen. Once completed, the CP must include a copy of each person(s)' Live Scan results as part of the complete application. The Live Scan results will be maintained in a clearinghouse managed by Sage Oak Charter Schools. A CP with a conviction status that is prohibited by Education Code will be removed from consideration from all schools within the shared clearinghouse.

Note: The cost of Live Scan fingerprinting is subject to change and will be billed to the community provider at the time of live scanning.

OPTION 1

Schedule an appointment at a live scan site with a fingerprint operator near you.

The steps are as follows:



1. The CP has filled out all of its appropriate sections in the [Request for Live Scan Service form](#). Print this form.
2. Complete the *Applicant Information* section **ONLY**
 - When completing the Authorized Applicant Type section, please write “Classified.”
 - When completing the Agency Authorized to Receive Criminal Record Information section, please write “Community Provider.”
3. Schedule a Live Scan appointment with an approved Live Scan Operator. Take the completed form to the approved Live Scan operator. For a list of Live Scan Operators, go to: <https://ag.ca.gov/fingerprints/publications/contact.htm>.
4. Ensure that the Live Scan Operator completely fills out the last section on the form.

The Live Scan Operator will keep a copy for their records. CPs must **return one copy of the completed Live Scan form to the School with the completed CP packet** and keep a copy for his/her records.

OPTION 2

Schedule an appointment with Sage Oak live scan fingerprint operator.

The steps are as follows:

1. The CP has filled out all of its appropriate sections in the [Request for Live Scan Service form](#). Print this form.
2. Complete the *Applicant Information* section **ONLY**
 - When completing the Authorized Applicant Type section, please write “Classified.”
 - When completing the Agency Authorized to Receive Criminal Record Information section, please write “Community Provider.”



3. Schedule a Live Scan appointment with a Sage Oak Live Scan Operator at Sage Oak's administrative office in Redlands, CA. Once you have made an appointment, you will be sent a confirmation number. When arriving at a scheduled Live Scan appointment, please provide two forms of identification and your confirmation number.
4. Ensure that the Live Scan Operator completely fills out the last section on the form.

The Live Scan Operator will keep a copy for the schools' records and provide a copy for the CP to keep for his/her records.

5. The CP is responsible for any and all fees owed to the Live Scan Operator at the time of services.

The CP is responsible for keeping an up-to-date and current roster of the CP's employees who interact or engage with students and that all such employees of the CP have been cleared through a background check with the Department of Justice. As the CP hires new employees who interact with or engage with students, they will ensure that they complete the Live Scan process and be approved by the School prior to servicing students. The School may audit the roster at any time to ensure compliance. If selected for an audit, the CP must comply by sending their up-to-date and current Live Scan Roster of employees who interact or engage with students within 24 hours of the request.



Community Provider (CP) and Educational Material Resource Provider (EMRP) Agreement

Thank you for your interest in becoming or renewing as a community provider (CP) and/or Education Material Resource Provider (EMRP) for Sage Oak Charter Schools (School). In order to be approved as a potential CP/EMRP, please review and agree to the following:

TERM of Agreement. This Agreement will be effective on July 1, 2021 and shall be effective for a period of three (3) years, unless terminated pursuant to the terms of this Agreement.

1.) **Initial here _____ to Agree to:** This form is required to be listed as a School approved CP/EMRP. Agreement to each point in this form is a prerequisite for the school to purchase goods or services from a CP/EMRP. An approved CP/EMRP in no way is promised to receive purchase orders from the school. The application is not an offer nor an acceptance of an offer made by a CP/EMRP. The Agreement becomes binding upon the acceptance of a valid purchase order issued by the School.

2.) **Initial here _____ to Agree to:** School retains the right to terminate this Agreement at any time and for any reason.

3.) **Initial here _____ to Agree to:** NO EMPLOYMENT RELATIONSHIP: Notwithstanding any language in this application or the [General Terms and Conditions of the Purchase Order](#) to the contrary, the parties intend that their relationship will be only as set forth in each purchase order. Neither party nor any employee, agent, officer, or independent contractor of or retained by either party shall be considered an agent or employee of the other party for any purpose or entitled to any of the benefits that the other party provides for any of the other party's employees including but not limited to retirement plans such as CalSTRS. Furthermore, each party acknowledges that it shall be responsible for all federal, state and local taxes for it and its employees and reports relative to fees under each purchase order, and each party will indemnify

March 4, 2021



and hold the other party harmless from any failure to file necessary reports or pay such taxes.

4.) **Initial here _____ to Agree to:** School does not control whether the CP/EMRP retains an employee; the school has no control over the CP/EMRP's employment decisions (hiring/firing), but the school reserves the right to retain or reject who works with our students.

5.) **Initial here _____ to Agree to:** Any prior School employee must have express approval by the Executive Director or designee to be approved as a School CP/EMRP.

6.) **Initial here _____ to Agree to: *Standards*** - School is a K-12 public school and strives to meet [California Common Core State Standards](#). Student funds can only be used toward educational materials and activities that align to these standards and for activities, material, and/or curriculum that has been approved by the School's teacher and the School.

7.) **Initial here _____ to Agree to: Non-Sectarian Policy** - The CP/EMRP agrees that it will not provide services or products that are sectarian, religious, or denominational in content to students of the School.

8.) **Initial here _____ to Agree to: *Conflict of Interest Policy*** - The CP/EMRP agrees that instructional funds cannot directly or indirectly be spent on their own family for services they render and/or materials provided, as this would be a conflict of interest. "Family," for the purpose of this policy, can be defined as: spouses, domestic partners, children (including step-children and foster children), parents, step-parents, grandparents, grandchildren, and siblings (including step-brothers and step-sisters).

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CP/EMRPs have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. Such a conflict occurs when a CP/EMRP is in a position to influence a decision to use instructional funds that may result in direct or indirect personal benefit for the CP/EMRP or for Family (as defined above) as a result of the school's business dealings. CP/EMRP shall disclose any such relationships with School that constitutes or may constitute a conflict of interest pursuant to law, including but not limited to California Education Code Section 56042. Pursuant to California Education Code Section 56042, a parent, someone acting on behalf of a parent, a CP/EMRP or a service provider of an individual with exceptional needs shall not recommend placement at a CP/EMRP's facility if the parent, someone acting on behalf of the parent, the CP/EMRP or the service provider is employed or contracted by the CP/EMRP, or will receive a benefit from the CP/EMRP, or otherwise has a conflict of interest.

9.) **Initial here _____ to Agree to:** [Sage Oak Name and Logo Use Policy](#). No use of the School's name, in full or in part, or the School's logo may be used by CP/EMRPs without the express written consent of the School. School may withhold such consent in the School's sole absolute discretion. All requests for use should be made to communityproviders@sageoak.education.

10.) **Initial here _____ to Agree to:** CP/EMRP must be in good standing with the School. This means compliance with all the requirements in this Agreement, including timely invoicing and credit processing described in the Schools [General Terms and Conditions of the PO](#).

11.) **Initial here _____ to Agree to:** All CP/EMRPs must have a website conforming to the School's requirements. Those requirements may be viewed on our [evaluation tool](#).

12.) **Initial here _____ to Agree to:** [Unlawful Harassment Discrimination Retaliation Policy](#). The School is committed to providing a learning environment free from discrimination, harassment, intimidation and/or bullying. The School prohibits discrimination, harassment, intimidation and/or bullying based on the actual or

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perceived characteristics set forth in Penal Code §422.5, Education Code §220 in any CP/EMRP program or activity it conducts or to which it provides significant assistance. The School ensures equal rights and opportunities in accessing education programs, activities, and facilities and prohibits discrimination or harassment based on the following categories: race (including traits historically associated with race, including, but not limited to, hair texture and protected hairstyles such as braids, locks, and twists), color, religion, religious creed (including religious dress and grooming practices), ethnicity, national origin, ancestry (including language use restrictions), citizenship, physical or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), genetic information, marital status, registered domestic partner status, sex (including pregnancy, childbirth, breastfeeding, or related medical conditions), actual or perceived gender, gender identity, gender expression, age (40 years and over), sexual orientation, veteran and/or military status, protected medical leaves, status as a victim of domestic violence, assault or stalking, political affiliation, and any other status protected by state or federal law. In addition, the School prohibits retaliation against a person who engages in activities protected under this policy. Reporting, or assisting in reporting, suspected violations of this policy and cooperating in investigations or proceedings arising out of a violation of this policy are protected activities. If following an investigation it is determined that a CP has engaged in prohibited and/or unprofessional conduct as listed above, the CP will be removed from providing service to Sage Oak Charter Schools' students and its affiliated schools within The Collaborative Charter Services Organization.

13.) **Initial here _____ to Agree to:** CP/EMRPs that do not transact at least \$1,000 in purchase orders, or a count of 10 purchase orders per school year, whichever is least, may be inactivated and/or not asked to renew for subsequent school years. CP/EMRP's that do not serve a minimum number of three (3) student families may be inactivated and/or not asked to renew for subsequent school years.

14.) **Initial here _____ to Agree to:** [General Terms and Conditions of the Purchase Order](#)

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15.) **Initial here _____ to Agree to:** The CP/EMRP Seller will comply with all federal, state, and local laws, including, but not limited to, any statute, rule, regulation, judgment, decree, order or permit applicable to its performance under this Agreement including any employment, health or safety agency regulations.

The following elements 16-24 are additional requirements for CPs. EMRPs should indicate “Exempt” in these sections.

16.) **Initial here _____ to Agree to:** The CP is free from the control and direction of the School in connection with the performance of work associated with the School’s purchase order(s), both under the contract for the performance of the work and in fact. The School may issue a purchase order for the CP’s services outside its usual course of business. The CP is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed.

17.) **Initial here _____ to Agree to:** CP’s are required to provide a copy of a valid business license if required by the city or county in which services are being provided. Use the following submission form to upload a copy of the valid license, or if not required by the city or county in which services are being provided, provide a brief explanation: [Sage Oak Business License Submission](#).

18.) **Initial here _____ to Agree to:** [Community Provider Code of Conduct Policy](#)

19.) **Initial here _____ to Agree to:**
In accordance with the School’s [Background Check Policy](#), individuals working with students, will be subject to a criminal background check. Results submitted through the School’s Live Scan account will be maintained through the fingerprint clearinghouse managed by ~~Sage Oak Charter Schools~~. ~~The Collaborative Charter Services Organization~~ [The Collaborative Charter Services Organization](#). A provider removed from eligibility for the School due to a criminal offense will be removed from eligibility for all schools participating in the clearinghouse.

A. For providers located in California, collection of Live Scan - [Live Scan and Fingerprinting](#).

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- B. For providers located outside California, collection of fingerprinting and background check- [Out-of-State Fingerprinting - Community Providers](#).

20.) **Initial here _____ to Agree to:** CP has policies and procedures related to pupil and site safety, emergency response, and accident reporting that are reasonable for the service or activity in place.

21.) **Initial here _____ to Agree to:** In the event of a public health crisis, such as COVID-19, the School will only continue to partner with providers who demonstrate a commitment to and who follow all related safety protocols that are set forth by the School. These may include but are not limited to, protocols for wellness screenings, sanitization, OSHA reporting and investigations, personal protective equipment, and signage for staff, visitors, and the School's students. The School will use state, federal, and county health officials to develop and determine protocols in this regard. The School will communicate what may be frequently changing guidance related to the CP's requirements for the safety of the School's students.

22.) **Initial here _____ to Agree to:** CP service fee requirements:

- A. Students must be given the option to use School instructional funds to pay for costs associated with accessing the class (i.e. registration fee, course fee, materials fee). The School continues to only pay for the educational portion and continues to not pay for non-education-related expenses such as: clothing, costumes, competition fees, non-safety equipment, etc.
- B. Non-curriculum materials fees (paper, pencils, art supplies, etc.) will be covered by the School only if they are listed on the CP's website course description.
- C. Curriculum/textbooks **must** be ordered through an EMRP vendor and may not be embedded into the cost of the CP service. If a CP has created a custom curriculum, the CP can request/apply to become an EMRP vendor and sell their curriculum through a separate materials purchase order.

23.) **Initial here _____ to Agree to:** The student's primary education is as an enrolled student with the School. The CP provides a supplemental program that does not take the place of the School and serves only in a support level role with the School. California Education Code Section 47602(b) states that "no charter school shall receive



LIVE SCAN AND FINGERPRINTING

All employees, community providers (CPs), and employees of CPs located in California, who interact and/or engage, including virtually, with students of Sage Oak Charter Schools (School), must complete a criminal background check by submitting their fingerprints to the Department of Justice via Live Scan in compliance with the Background Check policy.

- The CP and all employees/contractors of the CP who interact with or engage with students of the School have completed a background check and that the results have been shared with the School. The CP agrees that the School will evaluate whether pending convictions/charges compromise student safety or the integrity of the school and whether or not an individual may engage with or interact with a student of the School.
- The CP will notify the School within 24 hours of any conviction or pending charges that occur with any of the employees/contractors of the CP, even if the employees/contractors do not directly serve students of the School.
- The CP will keep a current list of all employees/contractors (hereinafter called a Live Scan Roster) working with students and inform the School no later than 30 days of any new employee/contractor starting work with the CP.

The CP must have one of the following - (either **does not have** Originating Agency Identification (**ORI**) number issued by the Department of Justice (DOJ) or **does have an ORI number**):

ORI - A state-provided registration number that confirms authorization as a Custodian of Records. A Custodian of Records at the School or employed by CP will be responsible for the security, storage, dissemination, and destruction of the criminal records.

- **CP DOES NOT HAVE AN ORI NUMBER:**
The CP has **completed and returned the Live Scan included in the CP packet for each employee/contractor that will be in contact with the School's students.** If there are additional employees/contractors who will have contact with a student of the School, the CP must inform the School and submit new Live Scans for those individuals.



□ **CP DOES HAVE AN ORI NUMBER:**

The CP has an **ORI Number issued by the DOJ (the CP must provide a copy of the Custodian of Records letter)** and has conducted a criminal background check of all employees/contractors who will interact with or engage with students of the School, through the DOJ. The CP certifies to the School that neither the CP nor any employee/contractor of the CP working with students of the School has a conviction or has pending charges. The CP also agrees that they will continually monitor the status of all their employees/contractors. The CP agrees to inform the School of any risk to our students based upon reports received by the DOJ in connection with CPs Live Scanned employees.

LIVE SCAN FINGERPRINTING INFORMATION SHEET

NOTE: The cost of Live Scan fingerprinting is the responsibility of the CP

CP's located in California have two options when completing their Live Scan. The CP must complete the Live Scan form located in the packet and fill out the *Applicant Information* section of the form and take it to the appropriate destination based on the option the CP has chosen. Once completed, the CP must include a copy of each person(s)' Live Scan results as part of the complete application. The Live Scan results will be maintained in a clearinghouse managed by Sage Oak Charter Schools. A CP with a conviction status that is prohibited by Education Code will be removed from consideration from all schools within the shared clearinghouse. The Live Scan form is included in the CP packet. The CP must fill out the Applicant Information section of the form and then take it to a Live Scan service location. Once completed, the CP must include a copy of each person(s)' Live Scan results as part of the complete application. The Live Scan results will be maintained in a clearinghouse managed by The Collaborative Charter Services Organization on behalf of the School. A CP with a conviction status that is prohibited by Education Code will be removed from consideration from all schools within the shared clearinghouse. ~~The Live Scan form is included in the CP packet. The CP must fill out the Applicant Information section of the form and then take it to a Live Scan service location. Once completed, the CP must include a copy of each person(s)' Live Scan results as part of the complete application. The Live Scan results will be maintained in a clearinghouse managed by The Collaborative Charter Services Organization on behalf of the School. A CP with a conviction status that is prohibited by Education Code will be removed from consideration from all schools within the shared clearinghouse.~~



OPTION 1

Schedule an appointment at a live scan site with a fingerprint operator near you.

The steps are as follows:

1. The CP has filled out all of its appropriate sections in the [Request for Live Scan Service form](#). Print this form.
2. Complete the *Applicant Information* section **ONLY**
 - When completing the Authorized Applicant Type section, please write "Classified."
 - When completing the Agency Authorized to Receive Criminal Record Information section, please write "Community Provider."
3. Schedule a Live Scan appointment with an approved Live Scan Operator. Take the completed form to the approved Live Scan operator. For a list of Live Scan Operators, go to: <https://ag.ca.gov/fingerprints/publications/contact.htm>.
4. Ensure that the Live Scan Operator completely fills out the last section on the form.

The Live Scan Operator will keep a copy for their records. CPs must **return one copy of the completed Live Scan form to the School with the completed CP packet** and keep a copy for his/her records.

- ~~1. The School has filled out all of its appropriate sections in the Request for Live Scan Service form. Print this form.~~
- ~~2. Complete the Applicant Information section ONLY~~
- ~~3. Schedule a Live Scan appointment with an approved Live Scan Operator. Take the completed form to the approved Live Scan operator. For a list of Live Scan, Operators go to: <https://ag.ca.gov/fingerprints/publications/contact.htm>.~~
- ~~4. Ensure that the Live Scan Operator completely fills out the last section on the form.~~

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~~5. The Live Scan Operator will keep a copy for their records. CPs must return one copy of the completed Live Scan form to the School with the completed CP packet and keep a copy for his/her records.~~

~~1. The CP is responsible for any and all fees owed to the Live Scan Operator at the time of services.~~

OPTION 2

Schedule an appointment with Sage Oak live scan fingerprint operator.

The steps are as follows:

1. The CP has filled out all of its appropriate sections in the [Request for Live Scan Service form](#). Print this form.
2. Complete the *Applicant Information* section **ONLY**
 - When completing the Authorized Applicant Type section, please write "Classified."
 - When completing the Agency Authorized to Receive Criminal Record Information section, please write "Community Provider."
3. Schedule a Live Scan appointment with a Sage Oak Live Scan Operator at Sage Oak's administrative office in Redlands, CA. Once you have made an appointment, you will be sent a confirmation number. When arriving at a scheduled Live Scan appointment, please provide two forms of identification and your confirmation number.
4. Ensure that the Live Scan Operator completely fills out the last section on the form.

The Live Scan Operator will keep a copy for the schools' records and provide a copy for the CP to keep for his/her records.

The CP is responsible for keeping an up-to-date and current roster of the CP's employees who interact or engage with students and that all such employees of the CP have been cleared through a

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background check with the Department of Justice. As the CP hires new employees who interact with or engage with students, they will ensure that they complete the Live Scan process and be approved by the School prior to servicing students. The School may audit the roster at any time to ensure compliance. If selected for an audit, the CP must comply by sending their up-to-date and current Live Scan Roster of employees who interact or engage with students within 24 hours of the request.

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OUT-OF-STATE FINGERPRINTING (FD-258)

All employees, community providers (CPs), and employees of CPs located outside of California who interact and/or engage, including virtually, with students of Sage Oak Charter Schools (School) must submit fingerprints for a background check. CPs, and employees of CPs located in California who interact and/or engage, including virtually, with students of the School must follow the instructions on the Live Scan and Fingerprinting form instead of the instructions below.

- The CP and all employees/contractors of the CP who interact with or engage with students of the School have submitted fingerprints on two original fingerprint hard cards (FD 258, “FBI Applicant Fingerprint Card”) and the results have been shared with the School. The CP agrees that the School will evaluate whether pending convictions/charges compromise student safety or the integrity of the school and whether or not an individual may engage with or interact with a student of the School.
- The CP will notify the School within 24 hours of any conviction or pending charges that occur with any of the employees/contractors of the CP, even if the employees/contractors do not directly serve students of the School.
- The CP will keep a current list of all employees/contractors (hereinafter called a Fingerprint Roster) working with students and inform the School no later than 30 days of any new employee/contractor starting work with the CP.

The CP must have one of the following - (either **does not have** Originating Agency Identification (ORI) number issued by the Department of Justice (DOJ) or **does have an ORI number**):

ORI - A state provided registration number that confirms authorization as a Custodian of Records. A Custodian of Records at the School or employed by CP will be responsible for the security, storage, dissemination, and destruction of the criminal records.

- **CP DOES NOT HAVE AN ORI NUMBER:**



The CP has **completed and returned two original fingerprint hard cards (FD 258, “FBI Applicant Fingerprint Card”)** for each employee/contractor that will be in contact with the School’s students, even virtually. If there are additional employees/contractors who will have any form of live contact (even virtual) with a student of the School, the CP must inform the School and submit new live scans for those individuals.

□ **CP DOES HAVE AN ORI NUMBER:**

The CP has an **ORI Number issued by the DOJ (the CP must provide a copy of the Custodian of Records letter)** and has conducted a criminal background check of all employees/contractors who will interact with or engage with students of the School, through the DOJ. The CP certifies to the School that neither the CP nor any employee/contractor of the CP working with students of the School has a conviction or has pending charges. The CP also agrees that they will continually monitor the status of all their employees/contractors. The CP agrees to inform the School of any risk to our students based upon reports received by the DOJ in connection with CPs Live Scanned employees.

FD-258 FINGERPRINTING INFORMATION SHEET

Applicants outside the State of California, who are fingerprinting for an agency authorized by the California Department of Justice, must be printed on an original fingerprint hard card (FD 258, “FBI

Applicant Fingerprint Card”). You must go to a live scan location or police station to be fingerprinted on two fingerprint cards (FD-258).

Steps are as follows:

1. Please contact the local law enforcement agency for fingerprinting services.
2. Once complete you will make a copy of the fingerprint cards and email them to communityproviders@sageoak.education.
3. Then, mail the original cards to the following address for completion.
1473 Ford Street, Suite 105
Redlands, CA 92373
4. **The CP is responsible for any and all fees owed to the Live Scan Operator or police station at the time of services.**
5. Upon receipt of your fingerprints, Sage Oak will complete the necessary additional paperwork and forward it with the fingerprints to the Bureau of Criminal Information and Analysis for processing. The Bureau of Criminal Information and Analysis will send the bill for processing to Sage Oak, and **Sage Oak will invoice the Community**

Provider for that cost.

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6. The CP is responsible for keeping an up to date and current roster of the CP's employees who interact or engage with students and that all such employees of the CP are Live Scanned. As the CP hires new employees who interact with or engage with students, they will ensure that they complete the Live Scan process and be approved by the School prior to servicing students. The School may audit the roster at any time to ensure compliance. If selected for an audit, the CP must comply by sending their up to date and current Fingerprint Roster of employees who interact or engage with students within 24 hours of the request.

NAME AND LOGO USE POLICY

Sage Oak Charter Schools ("SOCS" or the "Charter School") adopt this Name and Logo Use Policy to apply to the larger community of people surrounding the Charter School, including but not limited to teachers, students, vendors classified as community providers and/or educational material resource providers. In today's digital age it is often confusing for individuals to know the counterparty they may be having a conversation with or doing business online. The goal of this policy is to protect the Charter Schools' name and logo to eliminate potential confusion by reserving the name and logo for authorized use by qualified and informed individuals who are sanctioned by the Charter School to use the Charter Schools name and/or logo.

Sage Oak Charter Schools owns and has exclusive rights to its name and logo, and prohibits any unauthorized use. Sage Oak Charter Schools actively monitors and controls all uses of its logo. Sage Oak Charter Schools' logo should not be used by any individual or corporation without prior approval. Any community provider (CP) or educational material resource provider (EMRP) wishing to use the Sage Oak Charter Schools logo must submit a community provider application and be pre-approved before it is eligible to utilize Sage Oak Charter Schools' name and logo.

Sage Oak Charter Schools Name Usage

External collaborators of Sage Oak Charter Schools, such as Community Providers / Educational Materials Resource Providers (CP/EMRPs), educational partners, and other non-Sage Oak entities, when referring to Sage Oak Charter Schools on social media, print marketing, your website, or other forms of public display and non-Sage Oak promotional materials, must utilize the form "Sage Oak Charter Schools" or "Sage Oak" when referring to

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the School.

Logos For Use By Sage Oak Community Providers

As an approved Sage Oak CP/EMRP, you may use the downloadable logos to provide visual identification of your partnership with Sage Oak Charter Schools. To view the full list of approved community providers, please visit our website.

Social Media

Sage Oak CP/EMRP may not create or administer, or engage in Sage Oak branded social media content that is likely to confuse users about the source, endorsement, or affiliation of the content posted. Please contact our Marketing and Communications Manager at marketing@sageoak.education for approved social media opportunities.

Release of News Information and Advertising

CP/EMRPs who are delivering items or services in relation to a purchase order are subject to the General Terms and Conditions of the Purchase Order which state CP/EMRPs shall not, without the prior written consent of the school in advance: (a) make any news release, public announcement, denial or confirmation of all or any part of the subject matter of the purchase order, or (b) in any manner advertise or publish the fact that the school has placed a purchase order.

How is a CP/EMRP given permission to use Sage Oak's logo?

Once a community provider is listed as an approved community provider, requests may be made on the request form linked here.

To ensure the best possible visual impact, please refer to our logo use guidelines: Logo Placement and Color: Keep the area around the Sage Oak Charter Schools' verified logo uncluttered and always use the logo's approved color scheme. The Sage Oak logo should always be used in color for online use and should appear in full color on printed materials whenever possible. If full color is not possible, please print the logo in solid black.

Logo Background: The preferred background color for the logo is solid white. The high-resolution logo must be used for all print applications. If you have any specific requirements for the logo (color, size, file type), please contact our Marketing and Communications Manager at marketing@sageoak.education.

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Logo Size: The Sage Oak logo may be used in different sizes depending on the dimensions of the printed materials. These logos should not be enlarged beyond their maximum size. Logo quality and resolution should remain intact during printing and use. Avoid stretching and pixelating.

No Modification: The Sage Oak logo must be used as provided. Please do not remove, distort, discolor, or alter any element of the logo.

Unauthorized Use: As a Sage Oak partner, please contact us if you feel our logo is being used inappropriately or by an individual or corporation that is not an approved community provider.

To report unauthorized use of the Sage Oak logo, please contact our Marketing and Communications Manager at marketing@sageoak.education.



Website Evaluation Criteria

	Required	Strong recommendation
Website is online and current.	X	
Program is described in a way to make it clear that the offering is not a school. The provided program supports an independent study model and is of value specifically to students homeschooling through a charter or through a private affidavit.	X	
Weekly class schedule is detailed for each grade.		X
Class descriptions are provided	X	
List of charter schools in which the program is listed as an active vendor. Must serve other clients besides Sage Oak.	X	
Must clearly show that there is an ability for the public to pay out of pocket even if they are not attending a charter school.	X	
Course pricing detailed on a per course basis.	X	
Discounts for unlimited courses ok		X
Pricing must not be "all-inclusive" or "tuition" based	X	
Vendor does not claim Sage Oak field trips, curriculum subscriptions, or other Sage Oak benefits as their own to falsely boost up their own program.	X	
Location of classes		X
Additional fees specified (e.g Course, Material, and Registration Fees)	X	
All operations are clearly described as a class/tutoring session. No mention of representation at meetings (esp SpEd), graduation, teacher conferences, or other elements that would lead a reasonable person to think that the vendor is operating a school.	X	
Any online classes are differentiated from in-person classes.		X
No sectarian content	X	



Sage Oak Business License Submission

Sage Oak now requires submission of Business Licenses from Community Provider who operate in Counties where Business Licenses are required.

Kindly complete the below fields and upload your valid Business License to be able to offer services to Sage Oak students.

dhay@sageoak.education [Switch account](#)



The name and photo associated with your Google account will be recorded when you upload files and submit this form. Only the email you enter is part of your response.

*** Required**

Coversheet

Consent - Education Student/Services

Section: XI. Consent
Item: B. Consent - Education Student/Services
Purpose: Vote
Submitted by:

Related Material:

BUS 8.8.22 Approval of Parent Student Handbook Revisions pdf.pdf
Sage Oak Parent and Student Handbook Manual pdf.pdf
Redline 7_21_22- Sage Oak Parent and Student Handbook Manual pdf.pdf
BUS 8.8.22 Approval of Sage Oak Overnight Field Trip_ Catalina Island Marine Institute pdf.pdf
Catalina__Overnight_Field_Trip_Request_Form_2022_23.pdf
Redline_Version_for_8_2022-_Title_I_School-Parent_Compact_-_Google_Docs.pdf
Title_I_School-Parent_Compact_-_Google_Docs.pdf

BACKGROUND:

The Sage Oak Parent and Student Handbook was updated to align with programmatic changes and policy updates.

The Sage Oak Compact was updated to reflect the current school year.

RECOMMENDATION:

It is recommended the Board approve the revised Parent and Student Handbook, and the revised Title I School Parent Compact as presented.

SAGE OAK CHARTER SCHOOLS

Agenda Item:

Date: August 8, 2022

	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
X	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of Parent Student Handbook Revisions

Background:

Sage Oak is requesting that the Board approve the updates to the Sage Oak Parent Student Handbook to align with programmatic changes and policy updates. One additional change was made after the redline version was printed. The name of the Title IX coordinator was changed from Candice Coffey to Yvette Quillippo.

It is recommended that the Board approve the revised Parent Student Handbook.

Fiscal Impact:

Parent and Student Handbook

Dear Families,

Welcome to Sage Oak Charter Schools! We are pleased you have chosen us as your partners in education. Our goal is to provide your family with a personalized and supportive educational experience. Sage Oak seeks to serve students who benefit from flexible pacing and scheduling and personalized learning that is individually targeted. We strive to create a culture that promotes individual student needs, parent collaboration, and high achievement. We are excited to support you and your child in your educational journey.

We hope this will be a rewarding and memorable year for your family.

Sincerely,

The Sage Oak Leadership Team

Krista Woodgrift, Jamee Block, Erin Bunch, Candice Coffey, Larry King, Jim O'Brien, Kelly Prins, Halil Tahmas, Lisa Thompson, Brad Bookser, Jodi Cope, Carrie Henry, Jen Gibson, Carleen Maurer, Theresa Tedesco, Chelsey Anema, Lana Gadea, and Traci King

School Information

Address	Website	Phone	Parent Support Email
Sage Oak 1473 Ford Street Suite 105 Redlands, CA 92373	http://www.sageoak.education	888-435-4445 Fax 888-241-6118	parentsupport@sageoak.education

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General Information

Sage Oak Departments

Sage Oak has an experienced team committed to our mission, vision, and core values. We are here to support our families in meeting their student's educational goals. The departments include the leadership team, Business Services, Education Services, Human Resources, Operations and Accountability, Special Education, Student Services, and Superintendent.

Calendar

You can find our school calendar [here](#).

Sage Oak Charter Schools

Sage Oak Charter Schools work together in order to provide and afford our students with diverse options and opportunities.

Sage Oak students are enrolled as follows:

- Sage Oak Charter School - authorized by Helendale School District
- Sage Oak Charter School South- authorized by Warner Unified School District
- Sage Oak Charter School Keppel- authorized by Keppel Union School District

Sage Oak Mission Statement

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..

Student Vision Statement

Sage Oak students are intrinsically motivated learners who are well equipped for life's challenges and serve their communities, while successfully pursuing their interests with integrity.

Core Values

The following exhibits Sage Oak's core values. Sage Oak will strive to demonstrate and live these values.

- Student Centered: Our fundamental value is to provide a student-centered academic program. We ensure our parents and students are supported so that they are able to meet their educational goals.
- Accountability: We build trust with stakeholders by staying compliant with state and federal regulations and operating with integrity and transparency.
- Service: We value relationships and understand that we are here to provide a high level of service to our community, students, parents, and one another.
- Growth Mindset: We focus on working hard, learning continuously, and pushing ourselves to reach new heights. We stay current on best practices, educational trends and strive to offer innovative and engaging opportunities for our students.

- Standard of Excellence: We strive for a standard of excellence in all that we do. We equip students and staff with the necessary tools, resources, and support to help them achieve their full potential.
- Personalization: We personalize each student's educational plan and experience by tailoring curriculum and instructional strategies to maximize academic growth.

Student Learning Outcomes (SLOs)

SLOs stands for Student Learning Outcomes. They are statements about what all Sage Oak students should know, understand, and be able to do by the time they graduate. Our SLOs are as follows:

To meet the demands of the 21st century, Sage Oak graduates will be:

Accountability

- Students are self-directed in their planning and studying by effectively using time management skills
- Students demonstrate sufficient learning through work samples, learning activities, and conversation.

Service

- Students make positive contributions to their local and/or global communities through their actions that demonstrate service mentality.

Growth Mindset

- Students exhibit a growth mindset by seeking help when needed and persevering when challenged by advocating for their own learning.
- Students are inquisitive thinkers and seek knowledge for continual learning.

Standard of Excellence

- Students demonstrate higher-order thinking skills in their learning that are appropriate for their developmental level.
- Students demonstrate the ability to produce solutions in academic and real-world situations through a variety of methods.
- Students are on track to be college and career ready upon high school graduation.

Personalization

- Students effectively communicate and demonstrate knowledge that aligns with their learning style.
- Students show respect and understanding for the diversity of others.
- Students create and pursue personal and academic goals.

Terminology

The following is a list of commonly used terms:

Teacher- A Teacher is a credentialed teacher who works with students in the following grades and roles to support students in reaching their educational goals:

Personalized Learning Teacher - Serves grades TK-8 in the Personalized Learning Academy

Personalized Learning Teacher Plus- Serves grades TK-8 in the Personalized Learning Academy and teaches Oakschool courses.

Virtual Learning Teacher- Serves grades TK-8 in the Virtual Learning Academy

Special Education Teacher- Serves grades TK-12 in both the Personalized Learning Academy and Virtual Learning Academy.

Education Advisor (EA) - An Education Advisor is a credentialed teacher who works with students in grades 9-12 and their families to support them in reaching their educational goals.

Instructional Funds (IFs)- The funds that each student is allotted for his/her educational needs. Materials purchased with IFs are property of Sage Oak. Instructional fund allocations are prorated based on the date of enrollment.

Learning Period (LP)- Instructional days between learning period meeting/the assignment.

Learning Period Meeting (LPM) The meeting in which the student and parent meet with their assigned Teacher/EA once every learning period to review the learning that took place, assign work for future learning periods, assess the student for progress, complete attendance, and offer support to the parent and student. At the LPM, your Teacher/EA will review your student's complete body of work/learning for that period..

Master Agreement (MA) - This is an agreement between the school, the teacher or education advisor, the student, and the parent. It outlines the available coursework, methods of study, available resources, methods of evaluation, learning period meetings, and board policies.

Acknowledgment of Responsibilities (AoR)- This is the acknowledgment of each party's responsibilities including the school, the teacher or education advisor, the student, and the parent. It outlines the educational responsibilities of the school, the Teacher or EA, the student and the parent.

WASC Accreditation

Sage Oak high school students are enrolled in schools that are fully accredited by Western Association of Schools and Colleges (WASC).

School accreditation:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.

Additionally, WASC accreditation is important because other schools, colleges and universities and the military often require applicants to have transcripts from accredited schools.

School Site Councils

Sage Oak believes that active parent, student, and staff participation in school operations and governance helps foster a public school's long-term sustainability as a successful program. We welcome parent, student and employee involvement and value open and positive communication.

Sage Oak has established a School Site Council that plays an important role in molding Sage Oak to be responsive to staff, student, and parent needs, and provide the opportunity for continual improvement. The School Site Council meets regularly and functions to make recommendations and provide feedback to school administration regarding specific areas of school operations. The bylaws for the School Site Council can be referenced [here](#).

Independent Study Policy

Sage Oak Charter Schools offers independent study to meet the educational needs of students enrolled. Independent study is an alternative education program designed to teach the knowledge and skills of the core curriculum. SOCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully. In accordance with Education Code Section 51747(e), Sage Oak will offer:

- Opportunities for daily synchronous instruction for students in transitional kindergarten through grade 3
- Opportunities for both daily live interaction and at least weekly synchronous instruction for students in grades 4 through 8
- Opportunities for weekly synchronous instruction for all students in grades 9 through 12

The complete Independent Study Policy can be found on the [board policy page](#) on the Sage Oak website.

Sage Oak Program Offerings

Sage Oak offers two programs - the Personalized Learning Academy and the Virtual Learning Academy.

Personalized Learning Academy The TK-8 Personalized Learning Academy offers a personalized educational experience for students in grades TK-12. In our independent study model, students are able to work from home and at their own pace. In addition, students are able to take various classes with our community providers within the local areas we serve.

Our passionate and dedicated Sage Oak teachers partner with committed parents and students to create an individualized learning plan that is tailored to each student's unique strengths, skills, needs and interests. Our highly trained, credentialed teachers provide assignments, resources, feedback, and support to help each individual student thrive within our model. We understand that students come to Sage Oak at various educational levels. We offer accelerated education support for our students working above grade level. Additionally, the school provides research-based required support and programs for our students that are below grade level.

While recognizing that students learn in different ways and at different paces, we strive to guide all of our students on their own personal educational journey. Using a diverse and innovative curriculum, and project-based learning, we aim to prepare students to be lifelong and independent learners who give back to their communities.

TK-8 Virtual Learning Academy- The TK-8 Virtual Learning Academy offers 3 days of virtual instruction (on Tuesday, Wednesday, and Thursday) and two days of independent study (on Monday and Friday). The class teacher assigns work and grades assignments via our learning management system, Canvas. Students in this program do not have instructional funds. We strive to create community by placing students in grade level classes where they have opportunities to collaborate and build relationships with their peers. There is an emphasis on engaging, hands-on, project based learning. Students in this program receive a Chromebook, all curriculum, materials and supplies. Our program also includes elective classes, clubs, in person field trips, and regional meet ups.

Parent Portal in the Student Information System (SIS)

Parents have access to the student information system (SIS) through the parent portal. Directions to access the parent portal can be found [here](#).

Parent Email Group

One of the main venues of communication to our parents is through our parent email group. Parents receive time-sensitive communication, deadline reminders, and community provider notifications. Parents must inform their Teacher/EA if they'd like to be included on the parent email group. If you do not receive parent emails within a week of enrolling, please follow up with your Teacher/EA.

[Join Sage Oak parent group emails](#)

[Request to be removed from parent email groups](#)

Student ID Cards

Student ID cards are available for all enrolled students in TK-12th grade. To request a card, please complete this [form](#). One form per student is required. If you have trouble with the photo upload, you can email a jpeg image of the student to registrar@sageoak.education. Please be sure to include the student's name in the email. Please allow up to two weeks for processing and mailing.

McKinney Vento Homeless Assistance Information

Sage Oak Charter Schools will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths in accordance with applicable law.

Sage Oak Charter Schools will ensure that homeless children and youth are provided with equal access to the educational program, have an opportunity to meet the same challenging state academic standards, are provided a free and appropriate public education, and are not stigmatized or segregated on the basis of their status as homeless. There are established safeguards that protect homeless students from discrimination on the basis of their homelessness.

The McKinney-Vento Homeless Assistance Act defines homelessness as a student who lacks a fixed, regular, and adequate nighttime residence. This definition includes students who:

- are “doubled-up” or sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- are living in motels, hotels, trailer parks, camping grounds, or shelters.
- have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- are migratory children and unaccompanied youth (not in the physical custody of a parent or guardian) who qualify as homeless because they are children who are living in similar circumstances listed above.

If you are in a situation that qualifies you as homeless based on the McKinney Vento definition above and you are interested in receiving information about resources available in your area please contact the homeless liaison at support@sageoak.education.

For more information, please refer to the [board policy page](#) on the Sage Oak website.

Student Freedom of Speech/Expression

Sage Oak Charter Schools believe that free inquiry and exchange of ideas are essential parts of a democratic education. We respect students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

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

Student expression, including but not limited to student expression on internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students or staff, or substantially disrupts the educational program. The Charter School Superintendent or designee shall document the impact the expression had or could be expected to have on the educational program.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

For more information about student freedom of speech and expression, please refer to the [board policy page](#) on the Sage Oak website.

Education for Foster and Mobile Youth

Sage Oak recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, Sage Oak shall provide them with full access to the educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the local control and accountability plan ("LCAP"). For more information regarding the education of foster and mobile youth, please refer to the [board policy page](#) on the Sage Oak website.

Family Education Rights and Privacy Act

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

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students should submit to the program lead/director a written request that identifies the records they wish to inspect. The program lead/director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the program lead/director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. For this purpose, a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate

educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.

These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.
- Information the school has designated as "directory information" under §99.37.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- An annual yearbook
- Honor roll or other recognition lists; and
- Graduation programs

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want the school to disclose any or all of the types of information designated below to outside organizations as directory information from your child's education records without your prior written consent, you must notify the school and

“opt out” of the directory.

Any and all of the following items of directory information relating to a student may be released to a designated recipient unless a written request is on file to withhold its release:

- Name
- Address
- Date of birth
- Dates of attendance (*e.g.*, by academic year or semester)
- Current and most previous school(s) attended
- Degrees and awards received

In addition, two federal laws require a school receiving assistance under the Elementary and Secondary Education Act of 1965, as amended, to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless parents have advised the school that they do not want their student’s information disclosed without their prior written consent.

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round. Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf. SOCS shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil’s family.

Title IX Notice of Nondiscrimination, Harassment, Intimidation, Discrimination, and Bullying

Sage Oak Charter Schools (SOCS) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Sage Oak Charter Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. To the extent possible, SOCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. SOCS school staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so.

Sage Oak Charter Schools recognizes the harmful effects of bullying, hazing, or other behavior that infringes on the safety and well-being of students, or interferes with learning or teaching. We desire to provide a safe school culture that protects all students from physical and emotional harm. Student safety is a top priority and the school will not tolerate discrimination, harassment, intimidation, or bullying of any kind of any student.

“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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic act” means the creation or transmission of a message (e.g., a text message, sound recording, video, image, social media post, etc.) by means of an electronic device, including, but not limited to, a telephone, computer, tablet, pager, or other communication device.

Bullying that occurs outside of school but negatively impacts the school environment or ability of a student to perform in school is considered bullying. Violations of our zero tolerance policy on bullying may lead to discipline up to and including suspension and/or expulsion.

The following person has been designated to handle inquiries regarding the school’s non-discrimination policies:

Candice Coffey, Director of Human Resources
1473 Ford Street, Suite #105, Redlands, Ca 92373
888-435-4445
ccoffey@sageoak.education

For more information regarding nondiscrimination, please refer to the [board policy page](#) on the Sage Oak website.

Annual Notice of Uniform Complaint Procedures

Sage Oak Charter Schools have the primary responsibility for compliance with federal and state laws and regulations for students who attend our schools. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person’s association with a person

or group with one or more of these actual or perceived characteristics in any program or activity conducted by the school, which is funded directly by, or that receives or benefits from any state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with various other state and/or federal laws.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or extracurricular activity.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil fee complaint must be filed with Sage Oak Charter Schools no later than one year from the date the alleged violation occurred. A complaint of noncompliance should be filed first with the program lead/director under the Uniform Complaint Procedures. A complainant unsatisfied with the decision of the program lead/director may appeal the decision and shall receive a written appeal decision within 60 days of receipt of the complaint.

Complaints other than issues relating to pupil fees must be filed in writing with the following person designated to receive complaints:

Candice Coffey, Director of Human Resources
1473 Ford Street, Suite 105
Redlands, CA 92373

hr@sageoak.education
(888) 435-4445

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the school administrator or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under 5 C.C.R. § 4621.

The complainant has a right to appeal our decision of complaints regarding specific programs, pupil fees and the LCAP to the CDE by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

Parent Liability for Student Conduct

The law states that a parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for, a school or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school, or personal property of any school employee, shall be liable for all damages caused by the minor.

Further, the parent or guardian of a minor shall be liable to a school for all property belonging to the school loaned to the minor and not returned upon demand of an employee of the school authorized to make the demand.

Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the school authorized to make the demand may, after affording the pupil his or her due process rights, withhold grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto. The school will notify the parent or guardian of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts.

If the minor and parent are unable to pay for the damages, or to return the property, the school will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil will be released.

Alcohol, Tobacco, and Drugs

Sage Oak Charter Schools does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. School administrators are required to take immediate action to prevent, discourage, and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation are subject to discipline, up to and including suspension and/or expulsion.

Smoking and the use of all tobacco products, including the use of electronic nicotine delivery systems such as e-cigarettes, is prohibited on all Sage Oak property, including any owned or leased buildings and in school vehicles, at all times by all persons, including employees, students, and visitors.

Child Abuse Reporting

Teachers, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency. (Pen. Code, § 11166.)

Transgender and Gender Nonconforming Student Nondiscrimination Policy

Sage Oak Charter Schools (SOCS) is committed to providing a safe and supportive learning environment for all students, and to ensuring that every student shall have access to the schools' educational programs and activities. Additionally, SOCS policy requires that all schools and all personnel promote acceptance and respect among students and staff. This policy reflects the reality that transgender and gender nonconforming students are enrolled in the school. Its purpose is to advise school staff regarding issues relating to transgender students in order to create and maintain a safe learning environment for all students.

The needs of each transgender student are unique. Sage Oak Charter Schools adheres to the goals of reducing stigmatization and ensuring the integration of transgender students in educational programs and activities. California Education Code §210.7 states that 'gender means sex,' and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. California Education Code §220 and school policy require that all educational programs and activities should be conducted without discrimination based on actual or perceived sex, sexual orientation, or gender identity and expression. California Education Code §201 provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide an equal educational opportunity to all students.

For more detailed policy information, please refer to the [board policy page](#) on the Sage Oak website.

Suicide Prevention Policy

Beginning with the 2017-2018 school year, charter schools are required to adopt a student suicide prevention policy in consultation with school and community partners and others.

Protecting the health and well-being of all students is of utmost importance to our school. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, the Suicide Prevention Policy will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with the student. If parents or guardians have any questions about the policy, they can contact the school's appointed suicide prevention liaison.
2. The school has designated a suicide prevention coordinator to serve as a point of contact for school staff to communicate with when students are in crisis and are in need of referrals to the appropriate resources for support.

Suicide Prevention Coordinator
Allison Whalen, School Counselor
1473 Ford Street, Suite 105
Redlands, CA 92373
awhalen@sageoak.education
(888) 435-4445

3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:

- [The National Suicide Prevention Lifeline](https://www.nationalsuicideline.com/) 1.800.273.8255 (TALK),

- The Trevor Lifeline – 1.866.488.7386, [The Trevor Project](#)

5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

For a more detailed review of the school policy, please refer to the [board policy page](#) on the Sage Oak website.

Proper Storage of Firearms

The purpose of this section is to inform and to remind parents and legal guardians of all students in Sage Oak Charter Schools of their responsibilities for keeping firearms out of the hands of children as required by California law.

There have been many news reports of children bringing firearms to school or school sponsored events. In many instances, the child obtained the firearm(s) from their home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

Please take some time to review the information below and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- California makes a person criminally liable for keeping a loaded firearm, under their custody and control, where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian and the child obtains access to the firearm and thereby: (1) causes death or great bodily injury to the child or any other person; (2) carries the firearm to a public place, including to any preschool or school grades kindergarten through twelfth grade, including to any school-sponsored event, activity, or

performance; or (3) brandishes a firearm to others. The criminal penalty may be greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- As of 2014, California makes a person criminally liable if they negligently store or leave any loaded firearm on their premises where a child is likely to gain access to it—regardless of whether or not the child brings the gun to a public place.
- A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. These damages may be up to \$30,000 per victim.

Note: Gun owners may avoid criminal liability under California Penal Code Section 25100 by keeping their firearm in a locked container or secured with a locking device that renders the firearm inoperable.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable. For more information on the proper storage of firearms, you may visit this [website](#).

Student Admissions and Enrollment

Recruitment and admissions policies, procedures and activities are in compliance with state and federal law, and are outlined in the individual charter petitions for each school.

Students will be considered for admission without regard to ethnicity, national origin, gender, and disability or achievement level. Admission will not be determined according to the place of residence of the student or parents, except as required by law. Prior to admission, all parents must agree to and sign 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 qualified credentialed teachers to serve as the teacher of record.

Sage Oak Charter Schools will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any

of those characteristics).

Student Enrollment

An enrollment application must be completely filled out and signed by the parent/guardian prior to a student being considered for enrollment and placed on our assigning list.

Applications are considered complete when the student and parent/guardian who wishes to enroll has submitted a complete application. To the extent required by applicable law, a complete application includes, but may not be limited to, the following properly submitted documents/information:

- Valid birth certificate or proof of birthdate – All students
- Immunization record or non-immunization confirmation [form](#) Students entering 7th-12th grades - Proof of Tdap (whooping cough vaccination) or non-immunization confirmation [form](#) TK, Kindergarten and first time 1st grade students - - [Health Exam](#)– or the signed form waiving this requirement
- [Oral Health Exam](#)– TK, kindergarten and 1st grade students and any student entering the public school system for the first time- or the signed form waiving this requirement
- Transcripts – High school students only

A student and parent/guardian who submit incomplete enrollment applications will be sent notice of what is needed to complete their application. The student and parent/guardian will be expected to update the enrollment information, with the requested documents in order for their application to be processed.

Acceptance of a student's enrollment application does not constitute enrollment with Sage Oak. A student is not considered enrolled until they have met with their Teacher/EA and the student, student's parent, legal guardian or caregiver (if the student is less than 18 years of age) signed the Master Agreement and Acknowledgement of Responsibilities.

Enrollment Requirements

To be considered for enrollment in Sage Oak Charter Schools (SOCS), students must live in one of the following counties: Ventura, Los Angeles, San Bernardino, Orange, Riverside, San Diego, Imperial, Inyo and Kern. In accordance with charter law, students may not be concurrently enrolled in this school and any other private or public school. It is not necessary to obtain an inter/intra-district transfer from your local school district to attend Sage Oak.

Before the student can be enrolled in Sage Oak, specific documentation needs to be signed at an enrollment meeting with your assigned Teacher/EA. These documents include the Master Agreement, the Acknowledgment of Responsibilities, and other school policy forms. The Teacher/EA will provide and explain the contents of the documents being signed.

Immunization Requirements

All students enrolling in Sage Oak Charter Schools (SOCS) must present either the immunization record or complete the Non-Immunization Confirmation form if waiving immunizations. Because SOCS is a non-classroom based school, students are exempt from the immunization requirements under SB277 law, which requires students in California to be:

1. up to date on all vaccinations
2. have a doctor's note outlining the plan to be up-to-date
3. have a medical exemption form signed by a doctor

Since, according to the law, we are required to collect information, the parent/guardian must provide either current immunization records or sign the Non-Immunization Confirmation form.

Accepting High School Credits from Previous Schools

Sage Oak Charter Schools (SOCS) will evaluate transcripts from a student's previous school and grant credit toward Sage Oak graduation requirements if the credits were earned from an accredited school and are credits that could have been

earned at Sage Oak. Students presenting transcripts/credits from a homeschool and/or non-accredited schools will be asked to provide additional documentation for those courses, including but not limited to work samples, test scores, or projects for each course. These will be evaluated by Sage Oak guidance department staff. Generally, Sage Oak will accept a maximum of 40 credits per semester. Please consult with guidance department staff.

Parents must provide transcripts and work samples/evidence within one week of the initial phone call from their EA or guidance.

Students will be placed at the grade level commensurate with the number of credits they have earned, at the discretion of guidance department staff.

Age Requirement Chart

In accordance with California state law, a student's grade level placement will be based on their date of birth. Students will be placed in the appropriate grade using this [Grade Level Placement Chart](#)

A student will be eligible for kindergarten enrollment if their birth date is on or before September 1st of the school year they wish to apply.

Transitional Kindergarten (TK)/Kinder Placement

Transitional Kindergarten (TK) To be TK eligible, students must turn five between September 2 and February 2 (see grade level placement chart above for year). Kindergarten age-eligible students are allowed to choose TK if their 5th birthday is between June 1st-September 1st. Students with a 5th birthday after February 2, may enter TK on or after their 5th birthday.

Kindergarten: Students must turn five on or before September 1 to enroll in kindergarten (see grade level chart above for year)

Adult Student Enrollment

Effective July 1, 2004 California State Law prohibits the enrollment of any student age 19 years or older who has not been continuously enrolled since their 18th birthday and is making regular progress towards a high school diploma.

Special Education Students

Sage Oak Charter Schools will collect information about a student's special education eligibility or services. The parents/guardians of a child should submit to the Special Education Department a complete copy of his/her most recent IEP (Individualized Education Plan), 504 plan, or any related special education documentation, if your child was receiving special education services in the past. In addition, Sage Oak will comply with all relevant obligations under the law, including taking reasonable steps to promptly obtain relevant pupil records from the previous school in which your child was enrolled, including records relating to providing special education and related services to your child. If you have a student who receives special education services, please review this [Notice of Procedural Safeguards](#) to understand the special education rights of both parents and students.

Section 504 Plans

Sage Oak Charter Schools adhere to all Section 504 Plan legal requirements. For students transferring to Sage Oak with an existing 504 Plan, a review meeting will be held within the first 30 days of school to review the current 504 Plan and accommodations. For existing Sage Oak students, a 504 Plan review meeting will be offered annually. Triennial re-evaluations to determine continued eligibility will be offered every three years. Sage Oak Charter Schools' 504 Plan evaluation can be initiated at any time. For more information please refer to [504 Plan - Frequently Asked Questions](#) and the [board policy page](#) on the Sage Oak website.

Previous Expulsion

Students who wish to apply that have been previously expelled from another school must submit a copy of any expulsion reports from that school and any related documentation with your student enrollment application for review.

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 the 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 the 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 any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the school's capacity at the time the student seeks readmission.

Enrollment/Application Timeline

Students may apply for admission at any time during the academic year.

However, if students who seek admission at Sage Oak Charter Schools apply when the charter school is at capacity, the student will be placed on the prospective student list and placed with a teacher in their region when space becomes available.

Private Schools and Dual Enrollment

In accordance with California Education Code Section 47602(b) and Title 5, California Code of Regulations Section 11965(a), no student may be enrolled in this Sage Oak at the same time they are enrolled at another public or private school. California Education Code clearly states that students may not be enrolled at a California Public Charter School and a private school concurrently. A 'private school' is defined [Title 5 CCR §11965] as a full-time day school which offers instruction in English in the several branches of study required to be taught in the public schools of the state. Ed. Code §§ 48222, 48223. Sage Oak reserves the right to evaluate whether a program is considered a dual enrollment situation as outlined in California Education code. The only possible exception is enrollment in either a community college or a Regional Occupation Program (ROP). Students who wish to participate in such programs need to have prior approval from Sage Oak. Dual enrollment credit will be accepted at the discretion of the Secondary Education Department.

TK and Kindergarten Pre-School Dual Enrollment

TK and Kindergarten students may be enrolled in Sage Oak and a two-three day a week preschool concurrently, so long as the criteria (below) are met.

Students enrolled in Transitional Kindergarten and Kindergarten at Sage Oak may not use educational funds provided by Sage Oak to enroll their students in private, after school programs or private preschool programs; however, parents and guardians may opt to pay for private, after school programs or private preschool programs while their student is enrolled in either Transitional Kindergarten or Kindergarten at Sage Oak so long as the parents/guardians:

1. Pay for the private, after school program or preschool program solely using their own funds; and,
2. Complete the coursework required of all students enrolled in Transitional Kindergarten or Kindergarten at Sage Oak while their student is actively enrolled in either Transitional Kindergarten or Kindergarten.

Master Agreement

Each student enrolled in Sage Oak must have a signed Master Agreement on file for each year of enrollment. Master Agreements need to be signed by the student, and the student's parent, legal guardian or caregiver (if the student is less

than 18 years of age) and the Teacher/EA prior to initial enrollment or the start of each school year. A sample MA can be viewed [here](#).

Required Documentation and the Learning Period Meeting

Sage Oak Charter Schools' auditor requires the following documentation to ensure compliance: the Learning Log (LL), the Assignment and Work Record (AWR), attendance, and work samples. The Teacher/EA will use the Learning Log, the Assignment and Work Record, and the information gleaned during the Learning Period Meeting to determine the amount of attendance to claim for the student for the learning period. Detailed information is as follows.

Learning Log (LL)

The Learning Log is a document for the student/parent to complete throughout the duration of the learning period. Periodically, the parent/student will log into the student information system through the parent portal and verify that learning took place during the specific calendar days. The student/parent will click to verify that the student participated in an educational activity that day.

At the learning period meeting or prior to the meeting, the Teacher/EA and parent, will sign the Learning Log electronically to verify that learning did take place.

The Assignment and Work Record (AWR)

The Assignment and Work Record is the official documentation of what standards the student has learned during the school year. The Teacher/EA will complete the Assignment and Work Record as part of their required documentation.

Learning Period Meeting -Assessment of Student Work

During the learning period meeting (LPM), one of the responsibilities of the Teacher/EA is to verify and claim attendance for the *previous* learning period. Learning period meetings typically last a minimum of one hour per student to allow the sufficient time to review all learning, for the teacher to collect and review work, assess the students' progress towards goals and assign work for the next learning period.

Attendance for a learning period can only be claimed after a learning period has ended. For example, the Teacher/EA will meet with a family during learning period two (2), however this meeting is to verify and claim attendance for learning

period one (1). After reviewing the Learning Log and verifying the work and/or standards completed by the student using the Assignment and Work Record, the Teacher/EA will complete an attendance sheet by signing and submitting the sheet electronically. The student and parent/guardian listed on the master agreement must be present during the entire LP meeting.

Student Passwords and Course Login Information

In order to monitor student progress, teachers and Education Advisors must have all students' course login and password information.

Planning of Student Learning

During the Learning Period Meeting, the Teacher/EA will work with the parent and student to assign work for the next Learning Period. The Teacher/EA is there to assist the parent and student with guidance, resources, and ideas to enhance student learning and achievement of their educational plan.

Virtual Meetings

Sage Oak believes that it is in the best interest of the student, parent, and teacher to conduct all Learning Period Meetings in person with students in grades TK-8. However, Sage Oak Teachers may meet with their students virtually up to six times per school year. Teachers and students must meet in person at least once per quarter for TK-8 and once a semester for HS. Virtual learning period meetings allow teachers and students to meet to set student assignments, and review student work when in-person meetings are not able to take place and must be requested by the parent. In deciding if a virtual meeting should take place in lieu of an in-person meeting, the teacher will take into consideration the student age, type or work and amount of work being completed, additional discussion items that need to take place at the meeting, student and parent technological capabilities, and the personality of the student and parent. Virtual meetings must be mutually agreed upon and must be conducted via the school provided Zoom platform.

General Guidelines:

- Virtual meetings allow teachers and students to meet when in-person meetings are not able to take place, and must be parent requested.
- Parents may request a virtual meeting up to **six** times per school year for TK-8 students and up to 8 times a year for HS students.
- Virtual Meetings cannot be suggested by a teacher to accommodate schedule needs of the teacher (i.e. teacher child care, family vacation, etc.)
- Parent should request or schedule a virtual meeting with advanced notice when possible, however emergency virtual meetings can also be scheduled (i.e. sick kid or car trouble)
- Virtual meeting dates and times must be mutually agreed upon
- Virtual meetings should be scheduled according to LPM procedure of a minimum of one hour per student
- The student and parent/guardian listed on the master agreement must be present during the entire virtual meeting

Attendance, Student Support, and Involuntary Withdrawal Policy

The school's goal is for students to be successful and to achieve high academic standards. The purpose of this policy is to outline the school support that will be provided and the steps that will be taken if the parent and student responsibilities are not fulfilled. The parent/guardian is responsible that:

- the student completes assigned learning and/or standards for each learning period
- the parent and student attend required school meetings (including but not limited to learning period meetings and special education services)
- the parent and student abide by all school/Governing Board policies
- the student completes required school assessments and attends testing appointments

Outline of Responsibilities that May Result in Involuntary Withdrawal

Attendance

Regular attendance is very important to the success of both your student and our school. Charter schools are funded based on "average daily attendance" or ADA. "Attendance" means when a student is engaged in educational activities

required of them by the school, on days when school is actually taught. (5 C.C.R. 11960(a).)

Since our schools are nonclassroom-based instructional programs, ADA is calculated based on the work completed by the student and submitted by the due dates established in the independent study master agreement. The assigned teacher subsequently assesses the student's work to determine whether the time value amounts to a full day of work. It's important to stick to a regular work schedule/calendar so your student can clearly identify each school day in that calendar on which he/she engaged in required educational activities to an extent sufficient to constitute at least one day of time value. When determining the time value of a student's work, the teacher will consider each student individually and may adjust the assignments accordingly.

In California, each person between 6 and 18 years of age, unless otherwise exempt by law, is required to attend school full-time with regular and punctual attendance, and schools are required to enforce this compulsory attendance law. (See Ed. Code, § 48200 *et seq.*) A student's failure to complete assignments on-time may subject the student to discipline, removal from the program, and/or being classified as truant and reported to the proper authorities. Please review the more detailed attendance policy on the [board policy page](#) on the Sage Oak website.

Additional Parent/Student Responsibilities

The parent/guardian is also responsible that/to:

- The student completes all mandated school assessments
- Providing any necessary documentation and information to school in order to record attendance in accordance with applicable law
- The school receives all required documentation for continued enrollment, such as proof of residency
- Respond to the school's communication and if unable to be reached within the first 10 school days, the student will be involuntarily withdrawn.

School Support and Process that May Lead to Student Involuntary Withdrawal

Please review the school's Attendance, Student Support and Involuntary Removal Policy for detailed information.

Special Education Students

If the at-risk student is an identified Special Education student, the teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any concerns, including a failure to meet the minimum qualifications of independent study or governing board policies.

Suspension and Expulsion Policy and Procedure

Sage Oak will follow the applicable suspension and expulsion policy and procedure as set forth in the terms of the charter. As to students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

Education Support and Oversight

Teacher /Education Advisor (EA)

Upon enrollment a Teacher/EA is assigned to each family. A Teacher is a credentialed teacher servicing students in grades TK-8 and an EA is a credentialed teacher servicing students in grades 9-12. Sage Oak Teachers/EAs are here to develop and implement students' personalized education plans. Sage Oak Teachers/EAs possess California multiple subject credentials and in some cases also have single-subjects credentials in specific subject content areas. Teachers/EAs are highly qualified in accordance with the federal NCLB/ESEA laws.

Initial Meeting

At the initial meeting, your Teacher/EA will support you in identifying your child's learning style and goal areas.

Additionally, for high school students, your EA will need to see a copy of your child's high school transcripts at this meeting, for each school previously attended. Please request this from your child's previous school(s) and bring it with you. Please refer to the previous section, 'Awarding High School Credits From Previous Schools.' Background and assessment information will be helpful to the EA as he/she advises and assists you in developing your child's personalized educational plan.

Your Teacher/EA will determine what resources (curricula, classes, activities, high school HQTs, tutors, computers) will be needed for the various subjects your child will cover this school year. Also, your Teacher/EA will explain the school requirements with regard to learning period requirements, state and local assessments, portfolios and school resources.

Learning Period Meetings with your Teacher/EA

The family will meet the Teacher/EA once per learning period at a mutually agreed upon location. Possible locations are a local library, bookstore, coffee shop or park. At least one parent/guardian must be present for the entire meeting. At the meeting, monthly learning documentation must be provided, important information communicated, work samples are collected and an assessment of student progress must be made. This is also a time for your teacher/EA to assign the work for future learning periods. As a result, neither party should accept missed appointments, late arrivals, or unpreparedness. Because everyone's schedules are so full, rescheduling appointments can be challenging. Make every effort to prioritize these appointments and change them only if absolutely necessary. In case of an emergency, contact your Teacher/EA for options.

Intervention

Sage Oak is rooted in values that demonstrate a commitment to the students that we serve. We believe in providing a personalized, quality educational program for students that includes a research-based multi-tiered system of supports. For students who have not achieved grade-level proficiency, Sage Oak holds the responsibility to implement a system of support that includes an integrated approach using pedagogy, curriculum and instructional design, and progress monitoring data to ensure that every student will receive quality, standards-based instruction in all content areas to enable student academic growth and to graduate college-prepared and career-ready.

Students that are identified to receive the support of our intervention program will be required to participate in the intervention program. The identification of students may take place through, but is not limited to, analysis of local assessment data and state assessment data, informal assessment including teacher observation, formative assessment, prior standardized testing, report cards, and/or progress reports.

Sage Oak will provide a research-based intervention program for identified students that may include, but is not limited to, personalized intervention plans, online or print based intervention curriculum, and small group or one-on-one online instruction. Identified students that fail to meet the participation requirements for the intervention program are subject to the school's Attendance, Support, and Involuntary Removal Policy.

Students that are required to participate in the intervention program, will be required to complete ongoing assessments, determined by Sage Oak, in order to monitor student progress and program effectiveness. Identified students that fail to participate in the required assessments are subject to the school's Attendance, Support, and Involuntary Removal Policy.

Communicating with your Teacher/EA

Communication from the Teacher/EA to the family will occur throughout each LP, including but not limited to the learning period meeting, and more frequent check-ins to support each family and student's individual needs. Communication may occur through telephone calls, Zoom, emails, and/or through the mail. Because much information is time-sensitive, you will want to let your Teacher/EA know what method of communication works best for you between meetings. Your Teacher/EA will also communicate his/her preferred communication and best days/times to reach him/her.

Concerns about your Teacher/EA

If a parent has concerns regarding their Teacher/EA that he/she is unable to resolve directly with the Teacher/EA, he/she may contact our parent support manager by emailing support@sageoak.education to set up a meeting with a member of our administrative team. We will assist the Teacher/EA and parent in working towards a positive working relationship. If unable to resolve the concerns, a parent may request a different Teacher/EA by filling out the [Parent Request for Change of Teacher/EA](#) form. Please be as specific as possible in the reasons for your request when filling out the form.

Student Record Keeping

Report Cards

Grades

It is the law in California that the teacher of record assigns the official grades and credits. The grades and credits awarded on the report card represent the professional evaluation by the teacher of record of the student's progress toward the state and school standards. The grade given to each student will be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher shall be the final grade.

For more details, see: [Report Card Grading and Protocol](#)

High School Transcript

The high school transcript is a record of the high school courses taken and the grades and credits earned. To request an official transcript please fill out the [Transcript Request Form](#).

Work Samples

Samples of student work are an important way to demonstrate compliance and accountability to our auditor as they show student progress towards state standards. This accountability is a necessary component to document attendance and to receive our school's funding. It is the parent's responsibility at each learning period meeting to provide the Teacher/EA with samples from each subject for students in grades TK-8 and/or for each high school course. Work samples are required, however, the Teacher/EA can digitally collect these samples at the learning period meeting and will not need to collect and keep paper copies.

Curriculum and Education Resources

Sage Oak offers a variety of curriculum options and an extensive community provider list to assist students in reaching their educational goals. The Teacher/EA and families work together to identify curriculum options that will meet the student's needs as well as meet school, state and federal guidelines.

Sage Oak Curriculum Resources

Curriculum and educational resources including information on different learning styles, independent study best practices, required/recommended curriculum, and learning resources can be found on the Sage Oak Website.

Choosing Curriculum

Your Teacher/EA is here to be your partner in education. As the teacher of record he/she will guide you in choosing appropriate materials and activities for your child. Information that will be helpful to your Teacher/EA when discussing the student's educational plan and determining their curriculum might include the following: the student's learning style, previous learning challenges at home and at prior school(s), the student's maturity level, the student's ability to stay on task and work independently, issues in the family that might affect the student's ability to learn, accommodations through special education, the student's likes/dislikes and interests, available student state test results, high school transcripts and report cards. Please be aware that the Teacher/EA continues to be the teacher of record and will make the final determination as to whether or not the requested curriculum is educationally appropriate.

The Teacher/EA will also find the following information helpful in making recommendations about the student's curriculum:

- the parent's educational philosophy and preferred teaching style
- the amount of experience the parent has had with independent study
- the amount of time the parent has to spend with any one student, the amount of time the parent has for educational planning and preparation each week and the resources already available in the home.

After considering this information, curriculum and resources necessary to accomplish the educational plan will be implemented within the guidelines of the school.

It is our goal at Sage Oak to maximize flexibility in using instructional funds for the educational benefit of our students. When a parent wants to order curriculum/resources, he/she will submit their wish list to their Teacher/EA. The Teacher/EA will email the parent to acknowledge receipt of the request within 24 school hours and within three school days, will communicate one of the following: the order was placed, additional information is needed, or the order was denied. This time frame allows the Teacher/EA to research requests to ensure they are within the guidelines of the state and school.

Addressing the California Standards

Enrollment in Sage Oak is dependent upon the student demonstrating adequate and appropriate monthly progress toward the standards. The Teacher/EA is available to help families understand the standards and how to implement them in each student's academic program.

The subject and course standards and the parent overview standards are available on the Sage Oak website under Resources.

Additionally, parents can obtain the subject and course standards directly from the [California Department of Education](#). Student friendly versions of the standards may be found [here](#).

The Teacher/EA will provide parents with the state standards for the core subjects at each child's grade level, (or their individual courses if in high school), at the first meeting of each year.

Comprehensive Sexual Health Education Policy

Sage Oak follows all applicable education codes relating to the California Healthy Youth Act and comprehensive sexual health education. For more information, please refer to the [board policy page](#) on the Sage Oak website.

English Language Learner

If a student has an English Language Learner (ELL) designation, that student will participate in language acquisition programs to meet the students' needs in accordance with applicable law. This curriculum is provided by the school and monitored by the Teacher/EA. If a student is re-designated and is no longer considered an English Language Learner, then this requirement would no longer apply.

Instructional Funds, Materials, and Community Providers

Instructional Funds Information and Guidelines

- Each California state student generates funds by his/her average daily attendance (ADA). The funds are budgeted for use as outlined in the school's Local Accountability Plan (LCAP). Guidelines are as follows.
- Sage Oak may not provide any funds or other things of value to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parents or guardian.
- Sage Oak may only receive funding for the provision of independent study to pupils who are residents of the counties the school serves.
- The Instructional Funds (IFs) are appropriated for education purposes to deliver the student's educational plan. The funding may only be spent on appropriate educational materials for the enrolled student. They may not be used to provide educational materials/admissions for siblings or parents or anyone else not enrolled in Sage Oak, or for materials not applicable to the enrolled student's educational plan.
- The Instructional Funds may be used on educational materials or services that are approved by the Teacher/EA.
- These funds can NOT be used for items designated in the Policy for Criteria of Materials (stated below) or activities/product/instructors disallowed in the Conflict of Interest Policy. They also cannot be spent on any item or activity that requires payment for transportation. Sage Oak does not pay for transportation, as we receive no transportation funding. For our students, all learning occurs at home, and anything the parent/student chooses to do outside of their home needs to be within the realm of what transportation they can and want to arrange/provide.
- The amount of funding is based on the ADA calendar the state uses to appropriate school funds. The IF amount is prorated and differs depending on the student's enrollment date.

- Students who are enrolled on the first day of the school year, will have the maximum amount of appropriated funds when planning their educational program. Students who enroll later in the year will have less than the maximum amount of appropriated funds..
- The maximum IF appropriation for each student is \$2,200 for grades TK/K, \$2,700 for grades 1-8, and \$2,900 for grades 9–12, for those students who are enrolled for the entire 175 school days. The instructional funds are placed into the IF account in two disbursements during the school year. No school funding is provided directly to parents or students for any purpose.

Management of Instructional Funds

The parent and the Teacher/EA will work in cooperation to evaluate the most effective use of funds to produce the best possible outcomes in terms of student learning. It is the Teacher/EAs responsibility to assist each family in managing their instructional funds account within the guidelines set forth. Please be mindful that while these funds are allotted to each student/family, the funds remain part of the Sage Oak's budget and the items purchased with these funds remain Sage Oak's property. It is the Teacher/EAs responsibility to make sure that each family does not spend in excess of their allotted instructional funds. Parents can obtain information on their instructional funds balance at any time by contacting their Teacher/EA. Parents have the right and are encouraged to determine the allocation of these funds, however, the ultimate responsibility for ethical and professional distribution of these funds is the Teacher/EAs. This responsibility is not shared and the Teacher/EA is responsible to ensure that all core curriculum has been purchased prior to placing purchase orders for extra curricular activities. The administration will mediate any disagreements between parents and Teacher/EAs regarding IF purchases.

Criteria for Materials That Can Be Purchased with Instructional Funds

Sage Oak receives funding from the state to support student learning and progress toward the standards. Therefore, instructional funds (IFs) need to be spent on educational items that meet the criteria laid out in the school's [Educational Activity Policy](#)

Sectarian Materials

Assigned work cannot be completed with sectarian/religious materials or be derived from sectarian/religious materials. The Teacher/EA will ensure sectarian/religious materials are not ordered with school funds or being used to complete the assigned work.

Technology Options

At Sage Oak we value technology as a powerful educational tool. Therefore, we offer our students a variety of technology options for purchase with IFs. Please be aware that, like all school materials, computers ordered with IFs are property of the school and must be returned when a student's enrollment in the school ends. Environmental waste fees and warranties for school owned computers must be purchased with IFs.

All families must have the Sage Oak Acceptable Use Policy on file with their Teacher/EA to ensure internet safety for students and that internet and computer policies and procedures are followed.

Computer Repair and Refresh Process

School owned computers can be repaired or refreshed with the use of instructional funds.

A computer under warranty must be repaired by the company listed on the warranty paperwork. If a computer is out of warranty, the computer may be repaired by an approved vendor with IFs.

A computer must be refreshed by an approved school computer vendor before it can be placed with a new family. All personal information and any software programs that the school does not own must be removed from the computer. The cost of the refresh is paid for with IFs by the family who is receiving the computer. If upon refresh it is discovered that the computer needs additional repair, the receiving family may choose whether or not to repair the computer. Either way, the receiving family will still be responsible to use their IFs to cover the cost of the refresh.

Services/Educational Activities

A Service/Educational Activity is an educational activity paid for with IFs through a service community provider. Approved activities include but are not limited to: class fees, material costs (if approved as a materials provider), enrichment activities, community involvement activities, core subject assistance, and other educational services fees from our current approved community provider list.

****Please note that all service orders must be placed two weeks prior to the start of class to allow time for processing.****

Educational Activity Policy

Purpose

The Educational Activity Policy outlines the educational activities that can be purchased by the Charter School as part of the student's educational plan.

Definition

Educational Activity- an educational activity includes, curriculum, textbooks, workbooks, online classes, in-person classes, educational materials, field trips, and other materials or experiences that would align with the student's educational plan.

[Educational Activity Policy](#)

The Charter School makes the final determination on the amount of instructional funds allocated for educational activities, as well as what is allowed to be purchased with instructional funds. Decisions made by the Charter School will be based on the criteria above, as well as the student's educational plan and the alignment with state standards. The decision can be explained to the requesting party, but cannot be challenged, as the Charter School holds the final determination.

Field Trips

Field Trips are group activities that are organized and overseen by school representatives. Field trips are a great way for students and parents to join other students while pursuing their individual learning plans.

Field Trips are school activities for which a parent can decide if their students and family would like to attend. Students' participation in a trip is paid through their instructional funds, and parents and siblings will pay out of pocket separate from the school. Please contact your teacher/EA to find out more about the school field trips.

Disallowed Educational Activities

The school may disallow activities to be paid for with school funds since they impose high liability and/or political risk to the school. If you are inquiring about a specific activity, please contact your teacher/EA.

Community Providers

Community Provider List

The Sage Oak community provider list is a list of approved community providers that sell materials or provide services for our students. Not all items that a community provider sells may be purchased with IFs. Please refer to the criteria of materials that can be purchased with IFs for the guidelines on what may/may not be purchased. The Teacher/EA makes the final decision as to what materials meet the criteria for acceptable purchase.

Requesting a New Community Provider

A parent may request a new service or product community provider by submitting a Community Provider Approval Request [here](#). The educational value of the request will be evaluated by the Business Services Department and a final determination as to whether or not the prospective community provider will be added to the community provider list will be made. Since community provider approval is a personnel matter, no information regarding why a community provider was denied will be shared.

Criteria for Educational Community Provider Approval

In order to be an approved community provider with Sage Oak, community providers must meet the following criteria:

- Community provider must sell non-denominational or non-sectarian materials and/or provide non-denominational or non-sectarian instruction

- Community provider must sell educational materials or provide educational activities
- Community provider must complete the school community provider approval process

Work Permits

There are two types of work permits: General Work Permits and Entertainment Industry Work Permits. Work permit paperwork must be completed and submitted to the school. That paperwork can be found [here](#).

General Work Permits are required for students ages 14-18 seeking employment at industries such as fast food, restaurant, etc. Students must maintain a 2.0 GPA with no Fs.

Entertainment Industry Work Permits are required for children of all ages who are employed in the entertainment industry.

Please note:

- All work permits take up to three work days to process and are available year round (not applicable during school holidays)
- All forms must be filled out completely and correctly to be processed.
- All work permits are contingent on Teacher/EA approval.
- Working minors are required to maintain satisfactory school attendance and meet school academic standards. Schools and parents may revoke permission to work **at any time**. Sage Oak students **must** maintain a 2.0 minimum GPA with no Fs.

High School

Detailed high school and guidance information can be found in the high school section of the Sage Oak website.

The Sage Oak High School Department staff are available to assist parents and students with high school planning as well as college and career guidance. To request an appointment please complete [this form](#).

Graduation Requirements

A student must successfully earn 220 semester credits in order to graduate from Sage Oak.

Students who are eligible to graduate prior to the spring of their 4th year may graduate when the following requirements have been met:

- Students met the minimum of 220 credits as stated above.
- Students met the requirements to be deemed “Prepared” by the College/Career Indicators. Please speak with your E about CCI details.

Credits are generally earned as follows:

- 5 credits per semester per course
- 10 credits for a year long, two-semester course.

Subject	Sage Oak Requirement	UC/CSU Requirement
Social Science UC requirement A	30 Semester Credits: 10 credits World History 10 credits US History 5 credits US Government 5 credits Economics	2 years required: 1 year US history or ½ a year US history & ½ a year civics or government 1 year World History
English UC requirement B	40 Semester Credits: 10 credits each English 9, 10, 11, 12 or other English course	4 years required: College preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.

Mathematics UC requirement C	30 Semester Credits: Algebra 1 is required	3 years required, 4 recommended: College-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
Science UC requirement D	20 Semester Credits: 10 credits of a physical science (physics, chemistry) 10 credits of a life science (biology, marine biology, botany, etc)	2 years required: Laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
Language Other Than English (LOTE) UC requirement E Fine Arts UC requirement F	10 Semester Credits LOTE Or: 10 credits VAPA (Visual and Performing Arts) Or: 10 credits CTE (Career Technical Education)	Two years of the same language other than English or equivalent to the second level of high school instruction. One year chosen from dance, music, theater or the visual arts.
Electives UC requirement G	65 Semester Credits	1 year required: Chosen from the “a-f” courses beyond those used to satisfy the requirements, or from approved a-g electives.
College and Career Readiness	5 Semester Credits	
Physical Education	20 credits required 400 minutes every 10 school days, minimum	No requirement

Total	220 Credits	
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Assessment

The California Assessment of Student Performance and Progress (“CAASPP”) is the state-mandated academic testing program for grades 3-8 and 11/12 or the California Alternative Assessment (“CAA”) if the IEP team determines that it is appropriate. All charter schools are required to administer the CAASPP, as well as other state-mandated assessments such as the ELPAC for all English Language Learners and the PFT for grades 5, 7, and 9. (Ed. Code, § 47605(c)(1).) CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school, college and career ready. Individual student test score reports will be made available to parents when received from the state. Student score reports will include an overall score and a description of the student’s achievement level.

In California, parents may opt out of state-mandated academic testing by submitting a written request to the school each year, but this only applies to the state-mandated assessments and ***we do not recommend opting out***. There is no law permitting a parent to opt out of the school’s local assessments. A charter school cannot continue to exist without collecting data on students’ performance on a variety of assessments and indicators. This data provides valuable insight into student achievement and potential areas of focus both at the individual student and whole school level. Sage Oak is able to offer personalized educational programs and services because we demonstrate our students’ academic progress through standardized testing.

We recommend that all students participate in state-mandated assessments.

Local Assessments

All students are required to take the local assessment in both the fall and the spring in accordance with the [local assessment policy](#). Both pre and post tests are given each year and may be given as needed throughout the year.

i-Ready

Sage Oak uses i-Ready as its local assessment for students in grades K-12 in math and reading. The test pinpoints a student's needs down to the sub-skill level. Ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Teachers and Education Advisors proctor the tests for their students.

Transitional Kindergarten Assessment (TK)

All transitional kindergarten students take the Transitional Kindergarten pre/post assessment. Students will be assessed on their letters/sounds, word recognition, number sense and math concepts.

CAASPP

Sage Oak is required to administer the statewide assessments known as California Assessment of Student Performance and Progress (CAASPP), and students are required to participate in them. These tests occur during the spring each year. They encompass the following assessments: Smarter Balanced tests which include computer adaptive tests (CATs) for ELA and math, performance tasks (PTs) for ELA and math, California Science Test (CAST) for Science and California Alternate Assessment (CAA).

Students in grades 3 through 8 and 11 take the Smarter Balanced assessments, and students in grades 5 and 8 will also take the CAST Science test. In addition, high school CAST participation is required before students graduate. Students' high school science course plans help to determine whether the CAST will be taken in 11th or 12th grade. In the rare instance that a student takes Sage Oak's local alternate assessment, it will be administered at the same time and location that the student is already scheduled to attend if he/she were taking the CAASPP/CAST test. Students taking the California Alternate Assessment in grades 5, 8, 11 and 12 will also take the CAST Science, unless they have an IEP indicating that they will take the California Alternate Assessment for Science (CAA). Students receive test site assignments for CAASPP administration in December of each year. If a qualifying scheduling conflict occurs, a parent may submit a request for a

test site change through the teacher, which must be received for consideration by the accountability department before the state testing window opens in the spring.

Other statewide assessments include English Language Proficiency Assessment for California (ELPAC), Physical Fitness Test (PFT) and the Early Assessment Program (EAP).

ELPAC

Students who indicate that they are “*other than English*” or have listed “*other than English*” family members living in the home on the enrollment application, will be required to take the ELPAC Initial Assessment (IA) within the first 30 calendar days of enrollment.

Students who have already been identified as an English Learner at Sage Oak or at a previous school, will be required to annually take the ELPAC Summative Assessment (SA) during the spring testing window.

Physical Fitness Test

The Physical Fitness Test is administered for students in 5th, 7th, and 9th grade. The following exercises are assessed:

- one mile run/walk
- curl-up
- trunk lift
- push-up
- shoulder stretch

EAP

The Early Assessment Program is an optional assessment for students in grade 11 to determine the student's readiness for college-level English and mathematics. All 11th grade students answer questions in the English/Language Arts and

mathematics sections of the Smarter Balanced computer assessments. Students have the option to release their results to the CSU system and/or a participating community college by indicating this within the test.

CAHSEE

The California High School Exit Exam (CAHSEE) has been suspended per SB172.

Special Education

At Sage Oak, we are committed to serving all students, including those with special needs. Special education and related services are available at no cost. We partner with the Sonoma County Charter SELPA, and for students without identified special needs who are experiencing academic challenges, Sage Oak implements a multi-tiered approach to supporting students through the SST (Student Success Team) process by providing research-based supports/interventions at various levels based on each student's needs within the general education environment. At any point, if parents/guardians or the school team have concerns regarding a student's academic progress or suspect that a disability is impacting a student's ability to adequately progress within the general education environment, they can contact Sage Oak at (888) 435-4445.

Sage Oak provides special education services for students who qualify based on federal and state eligibility guidelines. At least one parent/guardian must be present during all special education services. Our school meets all requirements under the Individuals with Disabilities Education Improvement Act (IDEIA).

School Safety Plan

Sage Oak recognizes that students have the right to a safe and secure environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. Additionally, there are a few instances even in an independent study model, that require

a clear emergency preparedness plan. The Sage Oak School Safety Plan is written to address the safety of both the students and the staff. As a general expectation and to further support the safety of students and staff, parents are required to remain onsite during learning period meetings, special education services, and applicable in-person school events and socials, unless specified by Sage Oak.

The complete Sage Oak Charter School Safety Plan can be found [here](#).

Parent and Student Handbook

Dear Families,

Welcome to Sage Oak Charter Schools! We are pleased you have chosen us as your partners in education. Our goal is to provide your family with a personalized and supportive educational experience. Sage Oak seeks to serve students who benefit from flexible pacing and scheduling and personalized learning that is individually targeted. We strive to create a culture that promotes individual student needs, parent collaboration, and high achievement. We are excited to support you and your child in your educational journey.

We hope this will be a rewarding and memorable year for your family.

Sincerely,

The Sage Oak Leadership Team

~~*Krista Woodgrift, Erin Bunch, Candice Coffey, Jamee Block, Lisa Thompson, Kameron Lalo, Jim O'Brien, Chelsey Anema, Traci King, Lana Gadea, Jodi Cope, Carrie Henry, Carleen Maurer, & ¶*~~

~~*Joe Lorrera ¶*~~

Krista Woodgrift, Jamee Block, Erin Bunch, Candice Coffey, Larry King, Jim O'Brien, Kelly Prins, Habib Sakmas, Lisa Thompson, Brad Bookser, Jodi Cope, Carrie Henry, Jen Gibson, Carleen Maurer, Theresa Tedesco, Chelsey Anema, Lana Gadea, and Traci King

School Information

Address	Website	Phone	Parent Support Email
Sage Oak 1473 Ford Street Suite 105 Redlands, CA 92373	http://www.sageoak.education	888-435-4445 Fax 888-241-6118	parentsupport@sageoak.education

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General Information

Sage Oak Departments

Sage Oak has an experienced team of educators who are committed to our the program's mission, vision, and core values. We are here to support our families in meeting their student's educational goals. The departments include the Leadership team, Business Services, Education Services, Human Resources, Operations and Accountability, Special Education, and Student Services. Superintendent Executive Director and Leadership Advisory Council, Student Services, Education Services, Special Education, Operations and Accountability, Business Services, and Human Resources.

Calendar

At the end of each Learning Period (LP), you will meet with your assigned teacher to review the learning that took place and to help plan out the next LP. You can find our school calendar [here](#).

Sage Oak Charter Schools

Sage Oak Charter Schools work together in order to provide and afford our students with diverse options and opportunities.

Sage Oak students are enrolled are as follows:

- Sage Oak Charter School - authorized by Helendale School District
- Sage Oak Charter School South- authorized by Warner Unified School District
- Sage Oak Charter School Keppel- authorized by Keppel Union School District

Sage Oak Mission Statement

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.¶



~~Sage Oak Charter Schools Mission Statement~~¶

~~Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community. With a strong foundation of award-winning educator experience, we provide organizational and professional support to charter programs so that they can focus on creating customizable learning for any student.~~



~~Vision~~¶

~~GROWTH: Our strong commitment to serve our community will establish ourselves as a leader in the independent study community. Our stakeholders will benefit from our ability to set ourselves apart from similar educational institutions through expertise, parent support, and high academic achievement.~~¶

~~ACCOUNTABILITY: We are committed to maintain 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.~~¶

~~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 educator 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.¶¶~~

Student Vision Statement

Sage Oak students are intrinsically motivated learners who are well equipped for life's challenges and serve their communities, while successfully pursuing their interests with integrity.

Core Values

The following exhibits Sage Oak's core values. Sage Oak will strive to demonstrate and live these values.

- ~~● Student Centered – Support students in becoming lifelong learners.¶¶~~
- ~~● Support – Provide the highest level of service to families and one another.¶¶~~
- ~~● Compliance – Remain compliant with the law to keep the school sustainable.¶¶~~
- ~~● Positive school culture – Welcome the input of every student, parent and staff member.¶¶~~
- ~~● Streamlined – Aim to minimize paperwork and documentation for parents and staff to the extent possible.¶¶~~
- ~~● Standard of Excellence – Strive to be the most exceptional personalized learning program.~~
- Student Centered: Our fundamental value is to provide a student-centered academic program. We ensure our parents and students are supported so that they are able to meet their educational goals.
- Accountability: We build trust with stakeholders by staying compliant with state and federal regulations and operating with integrity and transparency.
- Service: We value relationships and understand that we are here to provide a high level of service to our community, students, parents, and one another.
- Growth Mindset: We focus on working hard, learning continuously, and pushing ourselves to reach new heights. We stay current on best practices, educational trends and strive to offer innovative and engaging opportunities for our students.

- **Standard of Excellence:** We strive for a standard of excellence in all that we do. We equip students and staff with the necessary tools, resources, and support to help them achieve their full potential.
- **Personalization:** We personalize each student's educational plan and experience by tailoring curriculum and instructional strategies to maximize academic growth.

Student Learning Outcomes (SLOs)

SLOs stands for Student Learning Outcomes. They are statements about what all Sage Oak students should know, understand, and be able to do by the time they graduate. Our SLOs are as follows:

To meet the demands of the 21st century, Sage Oak graduates will be:

Accountability

- Students are self-directed in their planning and studying by effectively using time management skills
- Students demonstrate sufficient learning through work samples, learning activities, and conversation.

Service

- Students make positive contributions to their local and/or global communities through their actions that demonstrate service mentality.

Growth Mindset

- Students exhibit a growth mindset by seeking help when needed and persevering when challenged by advocating for their own learning.
- Students are inquisitive thinkers and seek knowledge for continual learning.

Standard of Excellence

- Students demonstrate higher-order thinking skills in their learning that are appropriate for their developmental level.
- Students demonstrate the ability to produce solutions in academic and real-world situations through a variety of methods.

- Students are on track to be college and career ready upon high school graduation.

Personalization

- Students effectively communicate and demonstrate knowledge that aligns with their learning style.
- Students show respect and understanding for the diversity of others.
- Students create and pursue personal and academic goals.

Terminology

The following is a list of commonly used terms:

Personalized Learning Teacher - A Teacher is a credentialed teacher who works with students in grades TK-8 and their families to support them in reaching their educational goals.

Teacher - A Teacher is a credentialed teacher who works with students in the following grades and roles to support students in reaching their educational goals:

Personalized Learning Teacher - Serves grades TK-8 in the Personalized Learning Academy

Personalized Learning Teacher Plus- Serves grades TK-8 in the Personalized Learning Academy and teaches Oakschool courses.

Virtual Learning Teacher- Serves grades TK-8 in the Virtual Learning Academy

Special Education Teacher- Serves grades TK-12 in both the Personalized Learning Academy and Virtual Learning Academy.

Education Advisor (EA) - An Education Advisor is a credentialed teacher who works with students in grades 9-12 and their families to support them in reaching their educational goals.

Instructional Funds (IFs) - The funds that each student is allotted for his/her educational needs. Materials purchased with IFs are property of Sage Oak. Instructional fund allocations are prorated based on the date of enrollment.

Learning Period (LP) - Instructional days between learning period meeting/the assignment.

Learning Period Meeting (LPM) -The meeting in which the student and parent meet with their assigned Teacher/EA once every learning period to review the learning that took place, assign work for future learning periods, assess the student for progress, complete attendance, and offer support to the parent and student. At the LPM, your Teacher/EA will review your student's complete body of work/learning for that period..

Master Agreement (MA) - This is an agreement between the school, the teacher or education advisor, the student, and the parent. It outlines the available coursework, methods of study, available resources, methods of evaluation, learning period meetings, and board policies.

Acknowledgment of Responsibilities (AoR) - This is the acknowledgment of each party's responsibilities including the school, the teacher or education advisor, the student, and the parent. It outlines the educational responsibilities of the school, the Teacher or EA, the student and the parent.

WASC Accreditation

Sage Oak high school students are enrolled in schools that are fully accredited by Western Association of Schools and Colleges (WASC).

School accreditation:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.

Additionally, WASC accreditation is important because other schools, colleges and universities and the military often require applicants to have transcripts from accredited schools.

School Site Councils

Sage Oak believes that active parent, student, and staff participation in school operations and governance helps foster a public school's long-term sustainability as a successful program. We welcome parent, student and employee involvement and value open and positive communication.

Sage Oak has established a School Site Council that plays an important role in molding Sage Oak to be responsive to staff, student, and parent needs, and provide the opportunity for continual improvement. The School Site Council meets regularly and functions to make recommendations and provide feedback to school administration regarding specific areas of school operations. The bylaws for School Site Council can be referenced [here](#).

Independent Study Policy

Sage Oak Charter Schools offers independent study to meet the educational needs of students enrolled. Independent study is an alternative education program designed to teach the knowledge and skills of the core curriculum. SOCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully. In accordance with Education Code Section 51747(e), Sage Oak will offer:

- Opportunities for daily synchronous instruction for students in transitional kindergarten through grade 3
- Opportunities for both daily live interaction and at least weekly synchronous instruction for students in grades 4 through 8
- Opportunities for weekly synchronous instruction for all students in grades 9 through 12

The complete Independent Study Policy can be found on the [board policy page](#) on the Sage Oak website.

Sage Oak Program Offerings

Sage Oak offers two programs - the Personalized Learning Academy and the Virtual Learning Academy.

Personalized Learning Academy- The TK-8 Personalized Learning Academy offers a personalized educational experience for students in grades TK-12. In our independent study model, students are able to work from home and at their own pace. In addition, students are able to take various classes with our ~~developed~~ community providers within the local areas we serve.

Our passionate and dedicated Sage Oak teachers partner with committed parents and students to create an individualized learning plan that is tailored to each student's unique strengths, skills, needs and interests. Our highly trained, credentialed teachers provide assignments, resources, feedback, and support to help each individual student thrive within our model. We understand that students come to Sage Oak at various educational levels. We offer accelerated education support for our students working above grade level. Additionally, the school provides research-based required support and programs for our students that are below grade level.

While recognizing that students learn in different ways and at different paces, we strive to guide all of our students on their own personal educational journey. Using a diverse and innovative curriculum, and project-based learning, we aim to prepare students to be lifelong and independent learners who give back to their communities.

TK-8 Virtual Learning Academy - ~~The TK-8 Virtual Learning Academy~~ ~~his is a program that~~ offers 3 days of virtual instruction (on Tuesday, Wednesday, and Thursday) and two days of independent study (on Monday and Friday). The class teacher ~~is responsible for assign~~ing work and ~~grading~~ing assignments via our learning management system, Canvas. ~~We strive to create community by placing students in grade level classes where they have opportunities to collaborate and build relationships with their peers. There is an emphasis on engaging, hands-on, project based learning. Students in this program receive a Chromebook, all curriculum, materials and supplies. The program also includes, elective classes, clubs, in person field trips, and regional meet ups.~~ Students in this program do not have instructional funds. ~~We strive to create community by placing students in grade level classes where they have opportunities to collaborate and build relationships with their peers. There is an emphasis on engaging, hands-on, project based learning. Students in this program receive a Chromebook, all curriculum, materials and supplies. Our program also includes elective classes, clubs, in person field trips, and regional meet ups.~~

~~The adopted curriculum for the Virtual Academy for the 2021-2022 school year is as follows:~~

~~Language Arts: Reach for Reading (K-5), Amplify ELA (6-8)~~

~~Math: enVision~~

~~Science: StemScopes~~

~~Social Studies: Studies Weekly (K-5), TCI History Alive (6-8)~~

Parent Portal in the Student Information System (SIS)

Parents have access to the student information system (SIS) through the parent portal. Directions to access the parent portal can be found [here](#).

Parent Email Group

One of the main venues of communication to our parents is through our parent email group. Parents receive time-sensitive communication, deadline reminders, and community provider notifications. Parents must inform their Teacher/EA if they'd like to be included on the parent email group. If you do not receive parent emails within a week of enrolling, please follow up with your Teacher/EA.

[Join Sage Oak parent group emails](#)

[Request to be removed from parent email groups](#)

Student ID Cards

Student ID cards are available for all enrolled students in TK-12th grade. To request a card, please complete this [form](#). One form per student is required. If you have trouble with the photo upload, you can email a jpeg image of the student to

registrar@sageoak.education Please be sure to include the student's name in the email. Please allow up to two weeks for processing and mailing. ~~If parents have any questions, they may contact registrar@sageoak.education (888) 435-4445 ext. 2.~~

McKinney Vento Homeless Assistance Information

Sage Oak Charter Schools will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths in accordance with applicable law.

Sage Oak Charter Schools will ensure that homeless children and youth are provided with equal access to the educational program, have an opportunity to meet the same challenging state academic standards, are provided a free and appropriate public education, and are not stigmatized or segregated on the basis of their status as homeless. There are established safeguards that protect homeless students from discrimination on the basis of their homelessness.

The McKinney-Vento Homeless Assistance Act defines homelessness as a student who lacks a fixed, regular, and adequate nighttime residence. This definition includes students who:

- are “doubled-up” or sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- are living in motels, hotels, trailer parks, camping grounds, or shelters.
- have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- are migratory children and unaccompanied youth (not in the physical custody of a parent or guardian) who qualify as homeless because they are children who are living in similar circumstances listed above.



If you are in a situation that qualifies you as homeless based on the McKinney Vento definition above and you are interested in receiving information about resources available in your area please contact the homeless liaison at support@sageoak.education.

For more information, please refer to the [board policy page](#) on the Sage Oak website.

Student Freedom of Speech/Expression

Sage Oak Charter Schools believe that free inquiry and exchange of ideas are essential parts of a democratic education. We respect students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

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

Student expression, including but not limited to student expression on internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students or staff, or substantially disrupts the educational program. The Charter School ~~Superintendent~~ ~~Executive Director~~ or designee shall document the impact the expression had or could be expected to have on the educational program.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

For more information about student freedom of speech and expression, please refer to the [board policy page](#) on the Sage Oak website.

Education for Foster and Mobile Youth

Sage Oak recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, Sage Oak shall provide them with full access to the educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the local control and accountability plan ("LCAP"). For more information regarding the education of foster and mobile youth, please refer to the [board policy page](#) on the Sage Oak website.

Family Education Rights and Privacy Act

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

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students should submit to the program lead/director a written request that identifies the records they wish to inspect. The program lead/director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the program lead/director,

clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. For this purpose, a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer

predictive tests; (b) administer student aid programs; or (c) improve instruction.

- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.
- Information the school has designated as “directory information” under §99.37.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. The primary purpose of directory information is to allow the school to include information from your child’s education records in certain school publications.

Examples include:

- A playbill, showing your student’s role in a drama production
- An annual yearbook
- Honor roll or other recognition lists; and
- Graduation programs

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want the school to disclose any or all of the types of information designated below to outside organizations as directory information from your child’s education records without your prior written consent, you must notify the school and “opt out” of the directory.

Any and all of the following items of directory information relating to a student may be released to a designated recipient unless a written request is on file to withhold its release:

- Name
- Address
- Date of birth

- Dates of attendance (e.g., by academic year or semester)
- Current and most previous school(s) attended
- Degrees and awards received

In addition, two federal laws require a school receiving assistance under the Elementary and Secondary Education Act of 1965, as amended, to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless parents have advised the school that they do not want their student's information disclosed without their prior written consent.

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance.

Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round. Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf. SOCS shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

Title IX Notice of Nondiscrimination, Harassment, Intimidation, Discrimination, and Bullying

Sage Oak Charter Schools (SOCS) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere

with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Sage Oak Charter Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. To the extent possible, SOCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. SOCS school staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so.

Sage Oak Charter Schools recognizes the harmful effects of bullying, hazing, or other behavior that infringes on the safety and well-being of students, or interferes with learning or teaching. We desire to provide a safe school culture that protects all students from physical and emotional harm. Student safety is a top priority and the school will not tolerate discrimination, harassment, intimidation, or bullying of any kind of any student.

“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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic act” means the creation or transmission of a message (e.g., a text message, sound recording, video, image, social media post, etc.) by means of an electronic device, including, but not limited to, a telephone, computer, tablet, pager, or other communication device.

Bullying that occurs outside of school but negatively impacts the school environment or ability of a student to perform in school is considered bullying. Violations of our zero tolerance policy on bullying may lead to discipline up to and including

suspension and/or expulsion.

The following person has been designated to handle inquiries regarding the school's non-discrimination policies:

Candice Coffey, Director of Human Resources
1473 Ford Street, Suite #105, Redlands, Ca 92373
888-435-4445
ccoffey@sageoak.education

For more information regarding nondiscrimination, please refer to the [board policy page](#) on the Sage Oak website.

Annual Notice of Uniform Complaint Procedures

Sage Oak Charter Schools have the primary responsibility for compliance with federal and state laws and regulations for students who attend our schools. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the school, which is funded directly by, or that receives or benefits from any state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with various other state and/or federal laws.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or extracurricular activity.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil fee complaint must be filed with Sage Oak Charter Schools no later than one year from the date the alleged violation occurred. A complaint of noncompliance should be filed first with the program lead/director under the Uniform Complaint Procedures. A complainant unsatisfied with the decision of the program lead/director may appeal the decision and shall receive a written appeal decision within 60 days of receipt of the complaint.

Complaints other than issues relating to pupil fees must be filed in writing with the following person designated to receive complaints:

Candice Coffey, Director of Human Resources
1473 Ford Street, Suite 105
Redlands, CA 92373
hr@sageoak.education
(888) 435-4445

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date

the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the school administrator or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under 5 C.C.R. § 4621.

The complainant has a right to appeal our decision of complaints regarding specific programs, pupil fees and the LCAP to the CDE by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

Parent Liability for Student Conduct

The law states that a parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for, a school or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school, or personal property of any school employee, shall be liable for all damages caused by the minor.

Further, the parent or guardian of a minor shall be liable to a school for all property belonging to the school loaned to the minor and not returned upon demand of an employee of the school authorized to make the demand.

Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the school authorized to make the demand may, after affording the pupil his or her due process rights, withhold grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto. The school will notify the parent or guardian of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts.

If the minor and parent are unable to pay for the damages, or to return the property, the school will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil will be released.

Alcohol, Tobacco, and Drugs

Sage Oak Charter Schools does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. School administrators are required to take immediate action to prevent, discourage, and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation are subject to discipline, up to and including suspension and/or expulsion.

Smoking and the use of all tobacco products, including the use of electronic nicotine delivery systems such as e-cigarettes, is prohibited on all Sage Oak property, including any owned or leased buildings and in school vehicles, at all times by all persons, including employees, students, and visitors.

Child Abuse Reporting

Teachers, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency. (Pen. Code, § 11166.)

Transgender and Gender Nonconforming Student Nondiscrimination Policy

Sage Oak Charter Schools (SOCS) is committed to providing a safe and supportive learning environment for all students, and to ensuring that every student shall have access to the schools' educational programs and activities. Additionally, SOCS policy requires that all schools and all personnel promote acceptance and respect among students and staff. This policy reflects the reality that transgender and gender nonconforming students are enrolled in the school. Its purpose is to advise school staff regarding issues relating to transgender students in order to create and maintain a safe learning environment for all students.

The needs of each transgender student are unique. Sage Oak Charter Schools adheres to the goals of reducing stigmatization and ensuring the integration of transgender students in educational programs and activities. California Education Code §210.7 states that 'gender means sex,' and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. California Education Code §220 and school policy require that all educational programs and activities should be conducted without discrimination based on actual or perceived sex, sexual orientation, or gender identity and expression. California Education Code §201 provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide an equal educational opportunity to all students.

For more detailed policy information, please refer to the [board policy page](#) on the Sage Oak website.

Suicide Prevention Policy

Beginning with the 2017-2018 school year, charter schools ~~serving students in grades 7-12~~ are required to adopt a student

suicide prevention policy in consultation with school and community stakeholders and others.

Protecting the health and well-being of all students is of utmost importance to our school. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, the Suicide Prevention Policy will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with the student. If parents or guardians have any questions about the policy, they can contact the school's appointed suicide prevention liaison.
2. The school has designated a suicide prevention coordinator to serve as a point of contact for school staff to communicate with when students are in crisis and are in need of referrals to the appropriate resources for support.

Suicide Prevention Coordinator
Allison Whalen, School Counselor
1473 Ford Street, Suite 105
Redlands, CA 92373
awhalen@sageoak.education
(888) 435-4445



3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:

- [The National Suicide Prevention Lifeline](https://www.nimh.nih.gov/health/topics/suicide-prevention-lifeline) –1.800.273.8255 (TALK),

- The Trevor Lifeline – 1.866.488.7386, [The Trevor Project](#)

5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

For a more detailed review of the school policy, please refer to the [board policy page](#) on the Sage Oak website.

Proper Storage of Firearms

The purpose of this section is to inform and to remind parents and legal guardians of all students in Sage Oak Charter Schools of their responsibilities for keeping firearms out of the hands of children as required by California law.

There have been many news reports of children bringing firearms to school or school sponsored events. In many instances, the child obtained the firearm(s) from their home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

Please take some time to review the information below and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- California makes a person criminally liable for keeping a loaded firearm, under their custody and control, where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian and the child obtains access to the firearm and thereby: (1) causes death or great bodily injury to the child or any other person; (2) carries the firearm to a public place, including to any preschool or school grades kindergarten through twelfth grade, including to any school-sponsored event, activity, or

performance; or (3) brandishes a firearm to others. The criminal penalty may be greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- As of 2014, California makes a person criminally liable if they negligently store or leave any loaded firearm on their premises where a child is likely to gain access to it—regardless of whether or not the child brings the gun to a public place.
- A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. These damages may be up to \$30,000 per victim.

Note: Gun owners may avoid criminal liability under California Penal Code Section 25100 by keeping their firearm in a locked container or secured with a locking device that renders the firearm inoperable.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable. For more information on the proper storage of firearms, you may visit this [website](#).

Student Admissions and Enrollment

Recruitment and admissions policies, procedures and activities are in compliance with state and federal law, and are outlined in the individual charter petitions for each school.

Students will be considered for admission without regard to ethnicity, national origin, gender, and disability or achievement level. Admission will not be determined according to the place of residence of the student or parents, except as required by law. Prior to admission, all parents must agree to and sign 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 qualified credentialed teachers to serve as the teacher of record.

Sage Oak Charter Schools will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any

of those characteristics).

Student Enrollment

An enrollment application must be completely filled out and signed by the parent/guardian prior to a student being considered for enrollment and placed on our assigning list.

Applications are considered complete when the student and parent/guardian who wishes to enroll has submitted a complete application. To the extent required by applicable law, a complete application includes, but may not be limited to, the following properly submitted documents/information:

- [Valid birth certificate](#) or proof of birthdate – All students
- Immunization record or [non-immunization confirmation this form](#) indicating the parent is waiving vaccinations – All students
- ~~Students entering 7th-12th grades - Proof of Tdap (whooping cough vaccination) – Students entering 7th-12th grades or non-immunization confirmation this form waiving vaccinations~~
- ~~Health Exam – TK, Kindergarten and first time 1st grade students - and any student entering the public school system for the first time - Health Exam – or the signed form waiving this requirement~~
- [Oral Health Exam](#) – TK, kindergarten and 1st grade students and any student entering the public school system for the first time- or the signed form waiving this requirement
- Transcripts – High school students only
- ~~Caregiver Authorization Affidavit – Only if person enrolling student is not the parent or legal guardian~~

A student and parent/guardian who submit incomplete enrollment applications will be sent notice of what is needed to complete their application. The student and parent/guardian will be expected to update the enrollment information, with the requested documents in order for their application to be processed.

Acceptance of a student's enrollment application does not constitute enrollment with Sage Oak. A student is not considered enrolled until they have met with their Teacher/EA and the student, student's parent, legal guardian or caregiver (if the student is less than 18 years of age) signed the Master Agreement [and Acknowledgement of Responsibilities](#).

Enrollment Requirements

To be considered for enrollment in Sage Oak Charter Schools (SOCS), students must live in one of the following counties: Ventura, Los Angeles, San Bernardino, Orange, Riverside, San Diego, Imperial, Inyo and Kern. In accordance with charter law, students may not be concurrently enrolled in this school and any other private or public school. It is not necessary to obtain an inter/intra-district transfer from your local school district to attend Sage Oak.

Before the student can be enrolled in Sage Oak, specific documentation needs to be signed at an enrollment meeting with your assigned Teacher/EA. These documents include the Master Agreement, the Acknowledgment of Responsibilities, and other school policy forms. The Teacher/EA will provide and explain the contents of the documents being signed.

Immunization Requirements

All students enrolling in Sage Oak Charter Schools (SOCS) must present either the immunization record or complete the Non-Immunization Confirmation form if waiving immunizations. Because SOCS is a non-classroom based school, students are exempt from the immunization requirements under SB277 law, which requires students in California to be:

1. up to date on all vaccinations
2. have a doctor's note outlining the plan to be up-to-date
3. have a medical exemption form signed by a doctor

Since, according to the law, we are required to collect information, the parent/guardian must provide either current immunization records or sign the Non-Immunization Confirmation form.

Accepting High School Credits from Previous Schools

Sage Oak Charter Schools (SOCS) will evaluate transcripts from a student's previous school and grant credit toward Sage Oak graduation requirements if the credits were earned from an accredited school and are credits that could have been earned at Sage Oak. Students presenting transcripts/credits from a homeschool and/or non-accredited schools will be asked to provide additional documentation for those courses, including but not limited to work samples, test scores, or projects for each course. These will be evaluated by Sage Oak guidance department staff. Generally, Sage Oak will accept a maximum of 40 credits per semester. Please consult with guidance department staff.

Parents must provide transcripts and work samples/evidence within one week of the initial phone call from their EA or guidance.

Students will be placed at the grade level commensurate with the number of credits they have earned, at the discretion of guidance department staff.

Age Requirement Chart

In accordance with California state law, a student's grade level placement will be based on their date of birth. Students will be placed in the appropriate grade using this [Grade Level Placement Chart](#).

A student will be eligible for kindergarten enrollment if their birth date is on or before September 1st of the school year they wish to apply.

Transitional Kindergarten (TK)/Kinder Placement

Transitional Kindergarten (TK): To be TK eligible, students must turn five between September 2 and ~~February 2~~ ~~December 2~~ (see grade level placement chart above for year). Kindergarten age-eligible students are allowed to choose TK if their 5th birthday is between June 1st-September 1st. Students with a 5th birthday after ~~February~~ ~~December 2~~, may enter TK on or after their 5th birthday.

Kindergarten: Students must turn five on or before September 1 to enroll in kindergarten (see grade level chart above for year)



[Kindergarten Continuance Form \(English\)](#)

[Available Translations of the Kindergarten Continuance Form](#)

Adult Student Enrollment

Effective July 1, 2004 California State Law prohibits the enrollment of any student age 19 years or older who has not been continuously enrolled since their 18th birthday and is making regular progress towards a high school diploma.

Special Education Students

Sage Oak Charter Schools will collect information about a student's special education eligibility or services. The parents/guardians of a child should submit to the Special Education Department a complete copy of his/her most recent IEP (Individualized Education Plan), 504 plan, or any related special education documentation, if your child was receiving special education services in the past. In addition, Sage Oak will comply with all relevant obligations under the law, including taking reasonable steps to promptly obtain relevant pupil records from the previous school in which your child was enrolled, including records relating to providing special education and related services to your child. If you have a

student who receives special education services, please review this [Notice of Procedural Safeguards](#) to understand the special education rights of both parents and students.

Section 504 Plans

Sage Oak Charter Schools adhere to all Section 504 Plan legal requirements. For students transferring to Sage Oak with an existing 504 Plan, a review meeting will be held within the first 30 days of school to review the current 504 Plan and accommodations. we will hold a review meeting within the first 30 days of enrollment in order to review the current 504 Plan and determine if all existing accommodations are applicable to our personalized learning school model. For existing Sage Oak students, a 504 Plan review meetings will be offered annually. are offered at the beginning of every school year. Triennial re-evaluations to determine continued eligibility will be offered every three years. are required every 3 years. Sage Oak Charter Schools' 504 Plan evaluation can evaluation process can be initiated at initiated for existing Sage Oak students at at any time. during the school year. Our evaluation process involves a personalized team approach, focused on determining student qualification and eligibility. For more information on Sage Oak Charter Schools' 504 Program, please refer to our [504 Plan - Frequently Asked Questions](#) document and the [board policy page](#) on the Sage Oak website.



Previous Expulsion

Students who wish to apply that have been previously expelled from another school must submit a copy of any expulsion reports from that school and any related documentation with your student enrollment application for review.

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 the governing board following a meeting with the Superintendent/Executive Director 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~~~~Executive Director~~ or designee shall make a recommendation to the 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 any~~~~reporting out any~~ action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the school's capacity at the time the student seeks readmission.

Enrollment/Application Timeline

Students may apply for admission at any time during the academic year.

However, if students who seek admission at Sage Oak Charter Schools apply when the charter school is at capacity, the ~~student will be placed on the prospective student list and placed with a teacher in their region when space becomes available.~~~~application will be held until one of the three primary enrollment periods in July, September and November.~~ ~~If the number of applicants exceeds the number of slots available in a particular enrollment period, a public random drawing will be held to determine which applicants are admitted and which are placed on ordered, numbered waiting lists.~~

Dual Enrollment

~~In accordance with California Education Code Section 47602(b) and Title 5, California Code of Regulations Section 44965(a), no student may be enrolled in this Sage Oak at the same time they are enrolled at another public or private school. Sage Oak reserves the right to evaluate whether a program is considered a dual enrollment situation as outlined in California Education code. The only possible exception is enrollment in either a community college or a Regional Occupation Program (ROP). Students who wish to participate in such programs need to have prior approval from Sage Oak. Dual enrollment credit will be accepted at the discretion of the Secondary Education Department.~~

Private Schools and Dual Enrollment

In accordance with California Education Code Section 47602(b) and Title 5, California Code of Regulations Section 11965(a), no student may be enrolled in this Sage Oak at the same time they are enrolled at another public or private school. California Education Code clearly states that students may not be enrolled at a California Public Charter School and a private school concurrently. A 'private school' is defined [Title 5 CCR §11965] as a full-time day school which offers instruction in English in the several branches of study required to be taught in the public schools of the state. Ed. Code §§ 48222, 48223. Sage Oak reserves the right to evaluate whether a program is considered a dual enrollment situation as outlined in California Education code. The only possible exception is enrollment in either a community college or a Regional Occupation Program (ROP). Students who wish to participate in such programs need to have prior approval from Sage Oak. Dual enrollment credit will be accepted at the discretion of the Secondary Education Department.

~~California Education Code clearly states that students may not be enrolled at a California Public Charter School and a private school concurrently. A 'private school' is defined [Title 5 CCR §11965] as a full-time day school which offers instruction in English in the several branches of study required to be taught in the public schools of the state. Ed. Code §§ 48222, 48223. Private schools are defined as vendors who are registered by the Department of Education (CDE) as private schools that charge tuition and teach core classes.~~

TK and Kindergarten Pre-School Dual Enrollment

TK and Kindergarten students may be enrolled in Sage Oak and a two-three day a week preschool concurrently, so long as the criteria (below) are met.

Students enrolled in Transitional Kindergarten and Kindergarten at Sage Oak may not use educational funds provided by Sage Oak to enroll their students in private, after school programs or private preschool programs; however, parents and guardians may opt to pay for private, after school programs or private preschool programs while their student is enrolled in either Transitional Kindergarten or Kindergarten at Sage Oak so long as the parents/guardians:

1. Pay for the private, after school program or preschool program solely using their own funds; and,

2. Complete the coursework required of all students enrolled in Transitional Kindergarten or Kindergarten at Sage Oak while their student is actively enrolled in either Transitional Kindergarten or Kindergarten.

Master Agreement

Each student enrolled in Sage Oak must have a signed Master Agreement on file for each year of enrollment. Master Agreements need to be signed by the student, and the student's parent, legal guardian or caregiver (if the student is less than 18 years of age) and the Teacher/EA prior to initial enrollment or the start of each school year. A sample MA can be viewed [here](#).

Required Documentation and the Learning Period Meeting

Sage Oak Charter Schools' auditor requires the following documentation to ensure compliance: the Learning Log (LL), ~~the PE log~~, the Assignment and Work Record (AWR), attendance, and work samples. The Teacher/EA will use the Learning Log, the Assignment and Work Record, and the information gleaned during the Learning Period Meeting to determine the amount of attendance to claim for the student for the learning period. Detailed information is as follows.

Learning Log (LL)

The Learning Log is a document for the student/parent to complete throughout the duration of the learning period. Periodically, the parent/student ~~will need to~~ log into the student information system through the parent portal and verify that learning took place during the specific calendar days. The student/parent will click to verify that the student ~~participated in an educational activity~~ **learned** that day. ~~If the parent/student prefers, they may bring a hard copy signed log to their Teacher/EA for the Teacher/EA to input on behalf of the student.~~

At the learning period meeting or prior to the meeting, the Teacher/EA and parent, will sign the Learning Log electronically to verify that learning did take place.

The Assignment and Work Record (AWR)

The Assignment and Work Record is the official documentation of what standards the student has learned during the school year. The Teacher/EA will complete the Assignment and Work Record as part of their required documentation.

Learning Period Meeting -Assessment of Student Work

During the learning period meeting (LPM), one of the responsibilities of the Teacher/EA is to verify and claim attendance for the *previous* learning period. Learning period meetings typically last a minimum of one hour per student to allow the sufficient time to review all learning, for the teacher to collect and review work, assess the students' progress towards goals and assign work for the next learning period.

Attendance for a learning period can only be claimed after a learning period has ended. For example, the Teacher/EA will meet with a family during learning period two (2), however this meeting is to verify and claim attendance for learning period one (1). After reviewing the Learning Log and verifying the work and/or standards completed by the student using the Assignment and Work Record, the Teacher/EA will complete an attendance sheet by signing and submitting the sheet electronically. The student and parent/guardian listed on the master agreement must be present during the entire LP meeting.

~~A parent or gaurdian must accompany the student to the LP meeting and remain ¶~~

Student Passwords and Course Login Information

In order to monitor student progress, teachers and Education Advisors must have all students' course login and password information.

Planning of Student Learning

During the Learning Period Meeting, ~~another responsibility of the Teacher/EA will is to~~ work with the parent and student to assign work for the next Learning Period. The Teacher/EA is there to assist the parent and student with guidance, resources, and ideas to enhance student learning and achievement of their educational plan.

Virtual Meetings

Sage Oak believes that it is in the best interest of the student, parent, and teacher to conduct all Learning Period Meetings in person with students in grades TK-8. However, Sage Oak Teachers may meet with their students virtually up to ~~six~~**four** times per school year ~~as long as there are not two consecutive virtual meetings.~~ **Teachers and students must meet in person at least once per quarter for TK-8 and once a semester for HS.** Virtual learning period meetings allow teachers and students to meet to set student assignments, and review student work when in-person meetings are not able to take place and must be requested by the parent. In deciding if a virtual meeting should take place in lieu of an in-person meeting, the ~~Teacher~~**Teacher** will take into consideration the student age, type or work and amount of work being completed, additional discussion items that need to take place at the meeting, student and parent technological capabilities, and the personality of the student and parent. ~~The teacher should also consider if the previous meeting was virtual. Although up to four meetings may be held virtually, teachers are still responsible for delivering curriculum and materials in person in a timely fashion.~~ Virtual meetings must be mutually agreed upon and must be conducted via the school provided **Z**zoom platform.

General Guidelines:

- Virtual meetings allow teachers and students to meet when in-person meetings are not able to take place, and must be parent requested.
- Parents may request a virtual ~~meeting~~**meeting** up to ~~six~~**four** times per school year ~~for TK-8 students and up to 8 times a year for HS students.~~ ~~(HS has more flexibility because they have other in person functions monthly with their students)~~**for TK-8 students and up to 8 times a year for HS students.**
- ~~Cannot have two consecutive virtual meetings~~

- Virtual Meetings cannot be suggested by a teacher to accommodate schedule needs of the teacher (i.e. teacher child care, family vacation, etc.)
- Parent should request or schedule a virtual meeting with advanced notice when possible, however emergency virtual meetings can also be scheduled (i.e. sick kid or car trouble)
- Virtual meeting dates and times must be mutually agreed upon
- Virtual meetings should be scheduled according to LPM procedure of a minimum of one hour per student
- The student and parent/guardian listed on the master agreement must be present during the entire virtual meeting

Attendance, Student Support, and Involuntary Withdrawal Policy

The school's goal is for students to be successful and to achieve high academic standards. The purpose of this policy is to outline the school support that will be provided and the steps that will be taken if the parent and student responsibilities are not fulfilled. The parent/guardian is responsible that:

- the student completes assigned learning and/or standards for each learning period
- the parent and student attend required school meetings (including but not limited to learning period meetings and special education services)
- the parent and student abide by all school/Governing Board policies
- the student completes required school assessments [and attends testing appointments](#)

Outline of Responsibilities that May Result in Involuntary Withdrawal

Attendance

Regular attendance is very important to the success of both your student and our school. Charter schools are funded based on “average daily attendance” or ADA. “Attendance” means when a student is engaged in educational activities required of them by the school, on days when school is actually taught. (5 C.C.R. 11960(a).)

Since our schools are nonclassroom-based instructional programs, ADA is calculated based on the work completed by the student and submitted by the due dates established in the independent study master agreement. The assigned teacher

subsequently assesses the student's work to determine whether the time value amounts to a full day of work. It's important to stick to a regular work schedule/calendar so your student can clearly identify each school day in that calendar on which he/she engaged in required educational activities to an extent sufficient to constitute at least one day of time value. When determining the time value of a student's work, the teacher will consider each student individually and may adjust the assignments accordingly.

In California, each person between 6 and 18 years of age, unless otherwise exempt by law, is required to attend school full-time with regular and punctual attendance, and schools are required to enforce this compulsory attendance law. (See Ed. Code, § 48200 *et seq.*) A student's failure to complete assignments on-time may subject the student to discipline, removal from the program, and/or being classified as truant and reported to the proper authorities. Please review the more detailed attendance policy on the [board policy page](#) on the Sage Oak website.

Additional Parent/Student Responsibilities

The parent/guardian is also responsible that/to:

- The student completes all mandated school assessments
- Providing any necessary documentation and information to school in order to record attendance in accordance with applicable law
- The school receives all required documentation for continued enrollment, such as proof of residency
- Respond to the school's communication and if unable to be reached within the first 10 school days, the student will be involuntarily withdrawn.

School Support and Process that May Lead to Student Involuntary Withdrawal

Please review the school's Attendance, Student Support and Involuntary Removal Policy for detailed information.

Special Education Students

If the at-risk student is an identified Special Education student, including a student with an IEP or a 504 plan, the teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any concerns, including a failure to meet the minimum qualifications of independent study or governing board policies.

Suspension and Expulsion Policy and Procedure

Sage Oak will follow the applicable suspension and expulsion policy and procedure as set forth in the terms of the charter. As to students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

Education Support and Oversight

Teacher /Education Advisor (EA)

Upon enrollment a Teacher/EA is assigned to each family. A Teacher is a credentialed teacher servicing students in grades TK-8 and an EA is a credentialed teacher servicing students in grades 9-12. Sage Oak Teachers/EAs are here to develop and implement students' personalized education plans. Sage Oak Teachers/EAs possess California multiple subject credentials and in some cases also have single-subjects credentials in specific subject content areas. Teachers/EAs are highly qualified in accordance with the federal NCLB/ESEA laws.

Initial Meeting

At the initial meeting, your Teacher/EA will support you in identifying your child's learning style and goal areas.

Additionally, for high school students, your EA will need to see a copy of your child's high school transcripts at this meeting, for each school previously attended. Please request this from your child's previous school(s) and bring it with you. Please refer to the previous section, 'Awarding High School Credits From Previous Schools.' Background and assessment information will be helpful to the EA as he/she advises and assists you in developing your child's personalized educational plan.

Your Teacher/EA will determine what resources (curricula, classes, activities, high school HQTs, tutors, computers) will be needed for the various subjects your child will cover this school year. Also, your Teacher/EA will explain the school requirements with regard to learning period requirements, state and local assessments, portfolios and school resources.

Learning Period Meetings with your Teacher/EA

The family will meet the Teacher/EA once per learning period at a mutually agreed upon location. Possible locations are a local library, bookstore, coffee shop or park. ~~The monthly meeting is important.~~ At the meeting, monthly learning documentation must be provided, important information communicated, work samples are collected and an assessment of student progress must be made. This is also a time for your teacher/EA to assign the work for future learning periods. As a result, neither party should accept missed appointments, late arrivals, or unpreparedness. Because everyone's schedules are so full, rescheduling appointments can be challenging. Make every effort to prioritize these appointments and change them only if absolutely necessary. In case of an ~~extreme~~ emergency, contact your Teacher/EA for options.

Intervention

Sage Oak is rooted in values that demonstrate a commitment to the students that we serve. We believe in providing a personalized, quality educational program for students that includes a research-based multi-tiered system of supports. For students who have not achieved grade-level proficiency, Sage Oak holds the responsibility to implement a system of support that includes an integrated approach using pedagogy, curriculum and instructional design, and progress monitoring data to ensure that every student will receive quality, standards-based instruction in all content areas to enable student academic growth and to graduate college-prepared and career-ready.

Students that are identified to receive the support of our intervention program will be required to participate in the intervention program. The identification of students may take place through, but is not limited to, analysis of local assessment data and state assessment data, informal assessment including teacher observation, formative assessment, prior standardized testing, report cards, and/or progress reports.

Sage Oak will provide a research-based intervention program for identified students that may include, but is not limited to, personalized intervention plans, online or print based intervention curriculum, and small group or one-on-one online instruction. Identified students that fail to meet the participation requirements for the intervention program are subject to the school's Attendance, Support, and Involuntary Removal Policy.

Students that are required to participate in the intervention program, will be required to complete ongoing assessments, determined by Sage Oak, in order to monitor student progress and program effectiveness. Identified students that fail to participate in the required assessments are subject to the school's Attendance, Support, and Involuntary Removal Policy.

Communicating with your Teacher/EA

Communication from the Teacher/EA to the family will occur throughout each LP, including but not limited to the learning period meeting, and more frequent check-ins to support each family and student's individual needs. Communication may occur through telephone calls, Zoom, emails, and/or through the mail. Because much information is time-sensitive, you will want to let your Teacher/EA know what method of communication works best for you between meetings. Your Teacher/EA will also communicate his/her preferred communication and best days/times to reach him/her.

Concerns about your Teacher/EA

If a parent has concerns regarding their Teacher/EA that he/she is unable to resolve directly with the Teacher/EA, he/she may contact our parent support manager by emailing support@sageoak.education to set up a meeting with a member of our administrative team. We will assist the Teacher/EA and parent in working towards a positive working relationship. If unable to resolve the concerns, a parent may request a different Teacher/EA by filling out the [Parent Request for Change of Teacher/EA](#) form. Please be as specific as possible in the reasons for your request when filling out the form.

Student Record Keeping

Report Cards

Grades

It is the law in California that the teacher of record assigns the official grades and credits. The grades and credits awarded on the report card represent the professional evaluation by the teacher of record of the student's progress toward the state and school standards. The grade given to each student will be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher shall be the final grade.

For more details, see: [Report Card Grading and Protocol](#)

High School Transcript

The high school transcript is a record of the high school courses taken and the grades and credits earned.

To request an official transcript please fill out the transcript request form below.

[Transcript Request Form](#)

Work Samples

Samples of student work are an important way to demonstrate compliance and accountability to our auditor as they show student progress towards state standards. This accountability is a necessary component to document attendance and to receive our school's funding. It is the parent's responsibility at each learning period meeting to provide the Teacher/EA with samples from each ~~subject~~ ~~growth area~~ for students in grades TK-8 and/or for each high school course. Work samples

are required, however, the Teacher/EA can digitally collect these samples at the learning period meeting and will not need to collect and keep paper copies.

Curriculum and Education Resources

Sage Oak offers a variety of curriculum options and an extensive community provider list to assist students in reaching their educational goals. The Teacher/EA and families work together to identify curriculum options that will meet the student's needs as well as meet school, state and federal guidelines.

Sage Oak Curriculum Resources

Curriculum and educational resources including information on different learning styles, independent study best practices, [required/recommended curriculum](#), and ~~free~~ learning resources can be found on the Sage Oak Website. ~~under Resources and Programs > TK-8.~~

Choosing Curriculum

Your Teacher/EA is here to be your partner in education. As the teacher of record he/she will guide you in choosing appropriate materials and activities for your child. Information that will be helpful to your Teacher/EA when discussing the student's educational plan and determining their curriculum might include the following: the student's learning style, previous learning challenges at home and at prior school(s), the student's maturity level, the student's ability to stay on task and work independently, issues in the family that might affect the student's ability to learn, accommodations through special education, the student's likes/dislikes and interests, available student state test results, high school transcripts and report cards. Please be aware that the Teacher/EA continues to be the teacher of record and will make the final determination as to whether or not the requested curriculum is educationally appropriate.

The Teacher/EA will also find the following information helpful in making recommendations about the student's curriculum:

- the parent's educational philosophy and preferred teaching style
- the amount of experience the parent has had with independent study

- the amount of time the parent has to spend with any one student, the amount of time the parent has for educational planning and preparation each week and the resources already available in the home.

After considering this information, curriculum and resources necessary to accomplish the educational plan will be implemented within the guidelines of the school.

It is our goal at Sage Oak to maximize flexibility in using instructional funds for the educational benefit of our students. When a parent wants to order curriculum/resources, he/she will submit their wish list to their Teacher/EA. The Teacher/EA will email the parent to acknowledge receipt of the request within 24 school hours and within three school days, will communicate one of the following: the order was placed, additional information is needed, or the order was denied. This time frame allows the Teacher/EA to research requests to ensure they are within the guidelines of the state and school.

Addressing the California Standards

Enrollment in Sage Oak is dependent upon the student demonstrating adequate and appropriate monthly progress toward the standards. The Teacher/EA is available to help families understand the standards and how to implement them in each student's academic program.

The subject and course standards and the parent overview standards are available on the Sage Oak website under Resources.

Additionally, parents can obtain the subject and course standards directly from the [California Department of Education](#). Student friendly versions of the standards may be found [here](#).

The Teacher/EA will provide parents with the state standards for the core subjects at each child's grade level, (or their individual courses if in high school), at the first meeting of each year.

Comprehensive Sexual Health Education Policy

Sage Oak follows all applicable education codes relating to the California Healthy Youth Act and comprehensive sexual health education. For more information, please refer to the [board policy page](#) on the Sage Oak website.

English Language Learner

If a student has an English Language Learner (ELL) designation, that student will participate in language acquisition programs to meet the students' needs in accordance with applicable law. This curriculum is provided by the school and monitored by the Teacher/EA. If a student is re-designated and is no longer considered an English Language Learner, then this requirement would no longer apply.

Instructional Funds, Materials, and Community Providers Vendors

Instructional Funds Information and Guidelines

- Each California state student generates funds by his/her average daily attendance (ADA). The funds are budgeted for use as outlined in the school's Local Accountability Plan (LCAP). Guidelines are as follows.
- Sage Oak may not provide any funds or other things of value to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parents or guardian.
- Sage Oak may only receive funding for the provision of independent study to pupils who are residents of the counties the school serves.
- The Instructional Funds (IFs) are appropriated for education purposes to deliver the student's educational plan. The funding may only be spent on appropriate educational materials for the enrolled student. They may not be used to provide educational materials/admissions for siblings or parents or anyone else not enrolled in Sage Oak, or for materials not applicable to the enrolled student's educational plan.
- The Instructional Funds may be used on educational materials or services that are approved by the Teacher/EA.
- These funds can NOT be used for items designated in the Policy for Criteria of Materials (stated below) or activities/product/instructors disallowed in the Conflict of Interest Policy. They also cannot be spent on any item or activity that requires payment for transportation. Sage Oak does not pay for transportation, as we receive no transportation funding. For our students, all learning occurs at home, and anything the parent/student chooses to do outside of their home needs to be within the realm of what transportation they can and want to arrange/provide.

- The amount of funding is based on the ADA calendar the state uses to appropriate school funds. The IF amount is prorated and differs depending on the student's enrollment date.
- Students who are enrolled on the first day of the school year, will have the maximum amount of appropriated funds when planning their educational program. Students who enroll later in the year will have less than the maximum amount of appropriated funds..
- The maximum IF appropriation for each student is \$2,200 for grades TK/K, \$2,700 for grades 1-8, and ~~\$2,900~~^{\$2,200} for grades 9–12, for those students who are enrolled for the entire 175 school days. The instructional funds are placed into the IF account in two disbursements during the school year. No school funding is provided directly to parents or students for any purpose.

Management of Instructional Funds

The parent and the Teacher/EA will work in cooperation to evaluate the most effective use of funds to produce the best possible outcomes in terms of student learning. It is the Teacher/EAs responsibility to assist each family in managing their instructional funds account within the guidelines set forth. Please be mindful that while these funds are allotted to each student/family, the funds remain part of the Sage Oak's budget and the items purchased with these funds remain Sage Oak's property. It is the Teacher/EAs responsibility to make sure that each family does not spend in excess of their allotted instructional funds. Parents can obtain information on their instructional funds balance at any time by contacting their Teacher/EA. Parents have the right and are encouraged to determine the allocation of these funds, however, the ultimate responsibility for ethical and professional distribution of these funds is the Teacher/EAs. This responsibility is not shared and the Teacher/EA is responsible to ensure that all core curriculum has been purchased prior to placing purchase orders for extra curricular activities. The administration will mediate any disagreements between parents and Teacher/EAs regarding IF purchases.

Criteria for Materials That Can Be Purchased with Instructional Funds

Sage Oak receives funding from the state to support student learning and progress toward the standards. Therefore, instructional funds (IFs) need to be spent on educational items that meet the criteria laid out in the school's [Educational Activity Policy](#). ~~below.~~

General Criteria:

- ~~● Educational curriculum ordered is appropriate for the student's courses and learning plan.~~
- ~~● Materials must be used to meet state and school standards for the student for whom the materials are being purchased.~~
- ~~● All materials must be non-sectarian and non-denominational.~~
- ~~● As a general rule, basic, economical items/models must be selected. If the student requires a higher-priced, less-than-basic item/model, a statement from the Teacher/EA justifying the purchase may be required.~~
- ~~● School & office supplies adequate for learning basic course skills (paper, pencils, etc).~~
- ~~● Materials for a documented educational project: fabric, wool, yarn enough for one project (exception: no food purchases allowed.)~~
- ~~● Teachers/EAs are responsible for monitoring the quantities of items purchased.~~
- ~~● Materials must not expose the Teacher/EA or student to danger or serious injury.~~
- ~~● Tracking forms & educational plans are required for certain items.~~
- ~~● School sponsored field trips are also an appropriate way to utilize IFs.~~

Disallowed Items:

- ~~● Furniture, storage, organizational items (large or small items), picture frames, and other non-educational household items~~
- ~~● Excessive quantities of anything~~
- ~~● Computer parts or equipment for non-school-owned computers~~
- ~~● Costumes, uniforms, clothes, makeup or jewelry~~
- ~~● Toys or items with no educational, standards-based value~~

- ~~Personal hygiene items~~
- ~~Personal PE items such as skis, bicycles, tricycles, scooter boards or items that are worn by a student (gloves, mitts) would be considered personal~~
- ~~Anything that is ordered in a size or weight for a student (bats, rackets, helmets, bikes, golf clubs, etc.)~~
- ~~Musical instrument rentals or exchanges~~
- ~~Some Home and Office Equipment: no faxes, copiers, phones, dictation equipment, TVs~~
- ~~Power tools~~
- ~~Kitchen Equipment: popcorn poppers, trays, plates, silverware and other basic kitchen supplies~~
- ~~Yard Equipment: grass watering kits, garden ponds, swimming pools~~
- ~~Anything that could expose the Teacher/EA or student to injury such as knives, poison, darts, bow and arrows, weapons, welding equipment, etc.~~
- ~~Live animals or insects~~
- ~~Sectarian materials (see below for detailed instructions)~~

~~If a Teacher/EA inadvertently orders materials from this list, the Teacher/EA will collect the materials and return them to school administration.~~

Sectarian Materials

~~All School materials and/or curriculum used to complete the assigned work cannot be completed with have~~ sectarian/religious ~~materials content~~ or be derived from sectarian/religious materials. The Teacher/EA will ensure sectarian/religious materials are not ordered with school funds or being used to complete the assigned work.

Technology Options

At Sage Oak we value technology as a powerful educational tool. Therefore, we offer our students a variety of technology options for purchase with IFs. Please be aware that, like all school materials, computers ordered with IFs are property of

the school and must be returned when a student's enrollment in the school ends. Environmental waste fees and warranties for school owned computers must be purchased with IFs.

All families must have the Sage Oak Acceptable Use Policy on file with their Teacher/EA to ensure internet safety for students and that internet and computer policies and procedures are followed.

~~*Please note that computers don't come with Word or Office unless otherwise indicated in the description.~~

~~↵~~

~~Our technology options will be updated regularly and may be found on our website.~~

~~[GovConnection Ordering Process](#)~~

~~[Apple Technology Options](#)~~

Computer Repair and Refresh Process

School owned computers can be repaired or refreshed with ~~the use instructional funds~~ school funding.

A computer under warranty must be repaired by the company listed on the warranty paperwork. If a computer is out of warranty, the computer may be repaired by an approved vendor with IFs.

A computer must be refreshed by an approved school computer vendor before it can be placed with a new family. All personal information and any software programs that the school does not own must be removed from the computer. The cost of the refresh is paid for with IFs by the family who is receiving the computer. If upon refresh it is discovered that the computer needs additional repair, the receiving family may choose whether or not to repair the computer. Either way, the receiving family will still be responsible to use their IFs to cover the cost of the refresh.

Services/Educational Activities

A Service/Educational Activity is an educational activity paid for with IFs through a service community provider. Approved activities include but are not limited to: class fees, material costs (if approved as a materials provider), enrichment activities, community involvement activities, core subject assistance, and other educational services fees from our current approved community provider list.

Please note that all service orders must be placed two weeks prior to the start of class to allow time for processing.

Educational Activity Policy

Purpose

The Educational Activity Policy outlines the educational activities that can be purchased by the Charter School as part of the student's educational plan.

Definition

Educational Activity - an educational activity includes, curriculum, textbooks, workbooks, online classes, in-person classes, educational materials, field trips, and other materials or experiences that would align with the student's educational plan.

Educational Activity Policy

~~If instructional funds are being used to purchase any educational activity, then the following guidelines must be followed.¶¶~~

- ~~1. All core curriculum must be in place and students must be making adequate progress towards the state standards, as determined by the teacher of record, before any educational activities for non-core elective subjects can be ordered.¶¶~~
- ~~2. All educational activities must be ordered through approved community providers.¶¶~~
- ~~3. All educational activities must be approved by the Teachers/EA, submitted via the purchase order system, and received by the community provider prior to any event taking place.¶¶~~
- ~~4. All educational activities ordered must align with the student's general educational plan. Special education items cannot be ordered with instructional funds. If a student with an IEP needs a special education item, then it must be requested through the IEP process.¶¶~~
- ~~5. The Charter School will not, under any circumstances, reimburse parents/guardians or Teacher/EAs for a student's educational activities.¶¶~~
- ~~6. Educational activities purchased by the Charter School must not be sectarian or denominational in nature.¶¶~~
- ~~7. Instructional funding may only be used for students currently enrolled in the school during the current school year, and must be used before the ordering deadline.¶¶~~
- ~~8. Instructional funds do not roll over into the next school year.¶¶~~
- ~~9. Educational activities ordered must be basic in nature and quantity.¶¶~~

~~40. Educational activities must be comparable to those found in other public schools and cannot put students in a situation with an inherent concern for their safety.¶¶~~

~~41. Educational activities must align to state standards.¶¶~~

~~¶¶~~

~~The following items are not allowed to be purchased by the school with instructional funds:¶¶~~

~~1. Uniforms, costumes, pre-made clothing of any kind (only exception is safety equipment required for enrolled classes), backpacks, lunchboxes, shoes ¶¶~~

~~2. Jewelry, make-up, or personal hygiene items¶¶~~

~~3. Common household items, household expenses, home decor items¶¶~~

~~4. Gas, mileage, transportation fees, meals, parking costs¶¶~~

~~5. Any item over 50 lbs or too large to fit into a small vehicle for transporting purposes¶¶~~

~~6. Furniture, large storage or organizational items, desk or bookcase organizational items¶¶~~

~~7. Computer parts, equipment, and software upgrades for personal computers¶¶~~

~~8. Live insects or animals; food for insects or animals; items needed to care for animals; basic insect habitats are allowed for ants, ladybugs, and caterpillars¶¶~~

~~9. Toys or toy-like items that are not clearly educational and clearly aligned with state standards¶¶~~

~~10. Personal physical education items¶¶~~

~~11. Power tools¶¶~~

~~12. Kitchen items and equipment of any kind¶¶~~

~~13. Anything that can expose the student or teacher to injury such as knives, poisons, darts, bows, arrows, weapons, etc.¶¶~~

~~14. Items that are meant to hang higher than a standard door height¶¶~~

~~15. Anything that involves obtaining DNA, hair, skin samples and/or sending samples away for testing¶¶~~

~~16. Camping equipment of any kind¶¶~~

~~17. Parenting, child development books meant for the parent/guardian¶¶~~

~~18. Memory or keepsake items¶¶~~

~~19. Items that are personalized with student or family name¶¶~~

~~20. Tickets to a theme park that are not associated with a school sponsored educational field trip¶¶~~

~~21. Any form of pre-paid card for activities, materials, or supplies¶¶~~

~~¶¶~~

~~Additional guidelines:¶¶~~

~~1. Craft items: May only be ordered in a quantity to complete one learning project and must align with state standards.¶¶~~

- ~~2. Gardening items: May only order enough soil and seeds for one unit of science based learning aligned with state standards. No other gardening items allowed.~~



The Charter School makes the final determination on the amount of instructional funds allocated for educational activities, as well as what is allowed to be purchased with instructional funds. Decisions made by the Charter School will be based on the criteria above, as well as the student's educational plan and the alignment with state standards. The decision can be explained to the requesting party, but cannot be challenged, as the Charter School holds the final determination.

Field Trips

Field Trips are group activities that are organized and overseen by ~~the Education Services Coordinator and~~ school representatives. Field trips are a great way for students and parents to join other students while pursuing their individual learning plans.

Field Trips are school activities for which a parent can decide if their students and family would like to attend. Students' participation in a trip is paid through their instructional funds, and parents and siblings will pay out of pocket separate from the school. ~~Please contact your teacher/EA to find out more about the school field trips.~~

~~Additional Field Trip Information~~

Disallowed Educational Activities

The school may ~~The following activities are examples of~~ disallowed activities to be ~~that cannot~~ be paid for with school funds since they impose high liability and/or political risk to the school. ~~If you are inquiring about a specific activity, please~~ contact your teacher/EA.

~~Scuba Diving~~

- ~~● Sky Diving~~

Community Providers

Community Provider List

The Sage Oak community provider list is a list of approved community providers that sell materials or provide services for our students. Not all items that a community provider sells may be purchased with IFs. Please refer to the criteria of materials that can be purchased with IFs for the guidelines on what may/may not be purchased. The Teacher/EA makes the final decision as to what materials meet the criteria for acceptable purchase.

Requesting a New Community Provider

A parent may request a new service or product community provider by submitting a Community Provider Approval Request [here](#). The educational value of the request will be evaluated by the Business Services Department and a final determination as to whether or not the prospective community provider will be added to the community provider list will be made. Since community provider approval is a personnel matter, no information regarding why a community provider was denied will be shared.

Criteria for Educational Community Provider Approval

In order to be an approved community provider with Sage Oak, community providers must meet the following criteria:

- Community provider must sell non-denominational or non-sectarian materials and/or provide non-denominational or non-sectarian instruction
- Community provider must sell educational materials or provide educational activities
- Community provider must complete the school community provider approval process

Work Permits

There are two types of work permits: General Work Permits and Entertainment Industry Work Permits. Work permit paperwork must be completed and submitted to the school. That paperwork can be found [here](#).

General Work Permits are required for students ages 14-18 seeking employment at industries such as fast food, restaurant, etc. Students must maintain a 2.0 GPA with no Fs.

Entertainment Industry Work Permits are required for children of all ages who are employed in the entertainment industry.

Please note:

- All work permits take up to three work days to process and are available year round (not applicable during school holidays)
- All forms must be filled out completely and correctly to be processed.
- All work permits are contingent on Teacher/EA approval.
- Working minors are required to maintain satisfactory school attendance and meet school academic standards. Schools and parents may revoke permission to work **at any time**. Sage Oak students **must** maintain a 2.0 minimum GPA with no Fs.

High School

Detailed high school and guidance information can be found in the high school section of the Sage Oak website.

The Sage Oak ~~High School~~ ~~Secondary Education~~ Department staff are available to assist parents and students with high school planning as well as college and career guidance. To request an appointment please complete [this form](#).

Graduation Requirements

A student must successfully earn 220 semester credits in order to graduate from Sage Oak.

Students who are eligible to graduate prior to the spring of their 4th year may graduate when the following requirements have been met:

- Students met the minimum of 220 credits as stated above.
- Students met the requirements to be deemed “Prepared” by the College/Career Indicators. Please speak with your EA about CCI details.

Credits are generally earned as follows:

- 5 credits per semester per course
- 10 credits for a year long, two-semester course.

Subject	Sage Oak Requirement	UC/CSU Requirement
Social Science UC requirement A	30 Semester Credits: 10 credits World History 10 credits US History 5 credits US Government 5 credits Economics	2 years required: 1 year US history or ½ a year US history & ½ a year civics or government 1 year World History
English UC requirement B	40 Semester Credits: 10 credits each English 9, 10, 11, 12 or other English course	4 years required: College preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
Mathematics UC requirement C	30 Semester Credits: Algebra 1 is required	3 years required, 4 recommended: College-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and

		two- and three-dimensional geometry.
Science UC requirement D	20 Semester Credits: 10 credits of a physical science (physics, chemistry) 10 credits of a life science (biology, marine biology, botany, etc)	2 years required: Laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
Language Other Than English (LOTE) UC requirement E Fine Arts UC requirement F	10 Semester Credits LOTE Or: 10 credits VAPA (Visual and Performing Arts) Or: 10 credits CTE (Career Technical Education)	Two years of the same language other than English or equivalent to the second level of high school instruction. One year chosen from dance, music, theater or the visual arts.
Electives UC requirement G	65 Semester Credits	1 year required: Chosen from the “a-f” courses beyond those used to satisfy the requirements, or from approved a-g electives.
College and Career Readiness	5 Semester Credits	
Physical Education	20 credits required 400 minutes every 10 school days, minimum	No requirement
Total	220 Credits	

Assessment

The California Assessment of Student Performance and Progress (“CAASPP”) is the state-mandated academic testing program for all grades 3-8 and 11/12. All charter schools are required to administer the CAASPP, as well as other state-mandated assessments such as the CELDT/ELPAC for all English Language Learners and the PFT for grades 5, 7, and 9. (Ed. Code, § 47605(c)(1).) CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school, college and career ready. Following spring of each year, individual student test score reports will be made available to parents when received from the state. Student score reports will include an overall score and a description of the student’s achievement level. for English Language Arts/ Literacy and Mathematics. Science will be included for grades 5, 8, and 11.. ¶

In California, parents may opt out of state-mandated academic testing by submitting a written request to the school each year, but this only applies to the state-mandated assessments and ***we do not recommend opting out.*** There is no law permitting a parent to opt out of the school’s local internal assessments. We do not recommend opting out because charter schools exist in a performance-based accountability system where they are held accountable for student academic performance. In fact, a charter school cannot continue to exist without collecting data on students’ performance on a variety of assessments and indicators. This data provides valuable insight into student achievement and potential areas of focus both at the individual student and whole school level. Sage Oak is able to offer personalized educational programs and services because we demonstrate our students' academic progress through standardized testing.

It is important that we collect data on our students’ academic performance because, as mentioned, our school cannot exist without it. This data provides valuable insight into student achievement and potential areas of focus both on the individual and whole school level. When a charter authorizer is evaluating whether to revoke a school’s charter, or to grant a school’s charter renewal petition, “increases in pupil academic achievement” is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2), 47607(a)(3)(A).) It’s therefore important during the revocation and renewal processes for a school to gather as much positive academic achievement data as possible to show that it’s increasing student performance. There are many ways a school can do this, such as evaluating graduation rates, attendance rates, suspension rates, and English

learner reclassification rates, among others. But student performance on state-mandated assessments is by far the most common and easiest method. Schools with a high standardized testing opt-out rate don't have as much data to work with, forcing the school to find other methods to prove their program is increasing student academic achievement such as increasing the number of local assessments. We recommend that all students participate in state-mandated assessments.

Local Assessments

All students are required to take the local assessment in both the fall and the spring in accordance with the [local assessment policy](#). Both pre and post tests are given each year and may be given as needed throughout the year.

i-Ready

Sage Oak uses i-Ready as its local assessment for students in grades K-12 in math and reading. The test pinpoints a student's needs down to the sub-skill level. Ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Teachers and Education Advisors proctor the tests for their students.

Transitional Kindergarten Assessment (TK/K)

All transitional kindergarten students take the Transitional Kindergarten pre/post assessment. Students will be assessed on their letters/sounds, word recognition, number sense and math concepts.

CAASPP

Sage Oak is required to administer the statewide assessments known as California Assessment of Student Performance and Progress (CAASPP), and students are required to participate in them. These tests occur during the spring each year. They encompass the following assessments: Smarter Balanced tests which include computer adaptive tests (CATs) for ELA

and math, performance tasks (PTs) for ELA and math, California Science Test (CAST) for Science and California Alternate Assessment (CAA).

Students in grades 3 through 8 and 11 take the Smarter Balanced assessments, and students in grades 5 and 8 will also take the CAST Science test. In addition, high school CAST participation is required before students graduate. Students' high school science course plans help to determine whether the CAST will be taken in 11th or 12th grade. In the rare instance that a student takes Sage Oak's local alternate assessment, it will be administered at the same time and location that the student is already scheduled to attend if he/she were taking the CAASPP/CAST test. Students taking the California Alternate Assessment in grades 5, 8, 11 and 12 will also take the CAST Science, unless they have an IEP indicating that they will take the California Alternate Assessment for Science (CAA). Students receive test site assignments for CAASPP administration in December of each year. If a qualifying scheduling conflict occurs, a parent may submit a request for a test site change through the teacher, which must be received for consideration by the accountability department before the state testing window opens in the spring.

Other statewide assessments include English Language Proficiency Assessment for California (ELPAC), Physical Fitness Test (PFT) and the Early Assessment Program (EAP).

ELPAC

Students who indicate that they are "*other than English*," or have listed "*other than English*" family members living in the home on the enrollment application, will be required to take the ELPAC Initial Assessment (IA) within the first 30 calendar days of enrollment.

Students who have already been identified as an English Learner at Sage Oak or at a previous school, will be required to annually take the ELPAC Summative Assessment (SA) during the spring testing window.

Physical Fitness Test

The Physical Fitness Test is administered for students in 5th, 7th, and 9th grade. The following exercises are assessed:

- one mile run/walk
- ~~height and weight (documented confidentially)~~
- curl-up
- trunk lift
- push-up
- shoulder stretch

EAP

The Early Assessment Program is an optional assessment for students in grade 11 to determine the student's readiness for college-level English and mathematics. All 11th grade students answer questions in the English/Language Arts and mathematics sections of the Smarter Balanced computer assessments. Students have the option to release their results to the CSU system and/or a participating community college by indicating this within the test.

CAHSEE

The California High School Exit Exam (CAHSEE) has been suspended per SB172.

Special Education

At Sage Oak, we are committed to serving all students, including those with special needs. Special education and related services are available at no cost. We partner with the Sonoma County Charter SELPA, and for students without identified special needs who are experiencing academic challenges, Sage Oak implements a multi-tiered approach to supporting students through the SST (Student Success Team) process by providing research-based supports/interventions at various levels based on each student's needs within the general education environment. At any point, if parents/guardians or the

school team have concerns regarding a student's academic progress or suspect that a disability is impacting a student's ability to adequately progress within the general education environment, they can contact Sage Oak at (888) 435-4445.

Sage Oak provides special education services for students who qualify based on federal and state eligibility guidelines. At least one parent/guardian must be present during all special education services. Our school meets all requirements under the Individuals with Disabilities Education Improvement Act (IDEIA).

School Safety Plan

Sage Oak recognizes that students have the right to a safe and secure environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. Additionally, there are a few instances even in an independent study model, that require a clear emergency preparedness plan. The Sage Oak School Safety Plan is written to address the safety of both the students and the staff. **As a general expectation and to further support the safety of students and staff, parents are required to remain onsite during learning period meetings, special education services, and applicable in-person school events and socials, unless specified by Sage Oak.**

The complete Sage Oak Charter School Safety Plan can be found [here](#).

SAGE OAK CHARTER SCHOOLS

Agenda Item:

Date: August 8, 2022

	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
X	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of Sage Oak Overnight Field Trip: Catalina Island Marine Institute

Background:

Sage Oak is requesting that the Board approve the Sage Oak Overnight Field Trip to Catalina Island Marine Institute. The field trip will be paid for through student instructional funds; therefore, there is no fiscal impact. It is recommended that the Board approve the overnight field trip for our students to the Catalina Island Marine Institute.

It is recommended that the Board approve the Sage Oak Overnight Field Trip to Catalina Island Marine Institute

Fiscal Impact:

Education Services

OVERNIGHT FIELD TRIP REQUEST FORM for BOARD APPROVAL

This form is to be used to obtain board approval for overnight field trips.

1. Overnight field trip requests must be submitted on this form for consideration.
2. Overnight field trips require approval from the charter school board
3. The field trip request form must be signed by the field trip coordinator and the charter school executive director/director/ or designee before sending to the board for approval.
4. A trip itinerary must be attached to the completed request form.

Date of Request	Jun 21, 2022
Name of Charter School	Sage Oak Charter Schools
Lead Chaperone	Brenda Ramirez
Field Trip Coordinator	Brenda Ramirez and Tiffany Webster
Director/Executive Director/Designee	Jamee Block
Location of Trip	Catalina Island Marine Institute: Fox Landing
Dates of Trip	October 7-9 2022
Classes/Grade Level(s)	9th-12th
Instructional Objectives	Students will learn about marine life, mammals, oceanography, and weather using state of the art equipment, touch tanks, lectures, labs and games to meet NGSS standards for life science.
Standards Addressed	Including but not limited to NGSS Life Science Standards:

Education Services

OVERNIGHT FIELD TRIP REQUEST FORM for BOARD APPROVAL

	<p><u>HS.Structure and Function</u> HS-LS1-1. HS-LS1-2. HS-LS1-3, <u>HS.Matter and Energy in Organisms and Ecosystems</u> HS-LS-6. HS-LS-7. HS-LS2-3. HS-LS2-4. HS-LS2-5</p>
<p>Additional Information (if applicable)</p>	<p>Tentative Itinerary- 8:30 AM- Arrival at Catalina Classic Cruises 1046 Queens Highway Long Beach, CA 90802</p> <p>9:30 AM - Depart Long Beach for Catalina 11:00 AM - Arrive at Fox Landing Lunch - 3-hour lecture and lab block (fish lab) Dinner Evening Program- perhaps bonfire/hike/ games 10:00 Lights Out</p> <p>Breakfast Morning - 3-hour lecture and lab (shark or plankton lab) Lunch Afternoon 3-hour snorkel lab Dinner- 3-hour lecture/lab Invertebrates or night snorkel Evening program- perhaps bonfire/hike/games 10:00 - Lights out</p> <p>Breakfast Morning - lecture/lab/activity Pack up Lunch Depart Arrive in Long Beach between 2:30 and 3:30</p>
<p>COVID-19 Safety Precautions</p>	<p><u>COVID Protocol</u></p>

Education Services

OVERNIGHT FIELD TRIP REQUEST FORM for BOARD APPROVAL

<p><i>Please list the vendors COVID-19 safety precautions and state whether or not they comply with the current Sage Oak COVID-19 safety guidelines.</i></p>		
<p>Fees and payment Schedule</p>	<p>\$338 per student. Capped at 30 students with 3 chaperones. \$10,137 for the trip; cost covered by instructional funds.</p>	
<p>Transportation</p>	<p>Boat Catalina Classic Cruises</p>	
<p>Phone Tree/Chaperone Groups</p>	<p>Brenda Ramirez will accompany students. Two more chaperones will attend which have not been selected yet. All chaperones accompany students to and from Catalina as well as stay at the camp with the students and accompany them on all activities and meals. All chaperones will have each other's contact information so as to communicate efficiently and effectively.</p>	
<p>Signatures</p>		
<p>Lead Chaperone</p>	<p>DocuSigned by: <i>Brenda Ramirez</i></p>	<p>Date: 7/15/2022</p>
<p>Field Trip Coordinator</p>	<p>DocuSigned by: <i>Tiffany Webster</i></p>	<p>Date: 7/15/2022</p>
<p>Director/Executive Director/Designee</p>	<p>DocuSigned by: <i>Jamee Block</i></p>	<p>Date: 7/15/2022</p>



School-Parent/Guardian Compact

The Charter school distributes to parents/guardians and family members of Title I, Part A students a school-parent/guardian compact (Compact). This Compact, which has been jointly developed with parents/guardians, outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents/guardians and family members of Title I, Part A students:

1. The Charter school's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1])
2. The ways parents/guardians and family members will be responsible for supporting their child's learning (ESSA Section 1116[d][1])
3. The importance of ongoing communication between parents/guardians, family members, and teachers through, at a minimum, monthly learning period meetings, frequent reports on student progress, and access to staff (ESSA Section 1116[d][2])
4. Parent/Guardian-teacher discussion, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A])
5. Frequent reports to parents/guardians and family members on their child's progress (ESSA Section 1116[d][2][B])
6. Reasonable access to staff and opportunities for parents/guardians and family members to participate in their child's education (ESSA Section 1116[d][2][C])

How does the school address this?

1. The school will provide high-quality curriculum and instruction as outlined in the school's charter
2. Parent/Guardian, student, and teacher receipt of policies will be signed annually along with the school's master agreement.
3. Communication and access to the staff are conducted and available through monthly learning period meetings, school email communication, and school social media outlets.
4. Title I Family and Parent/Guardian Engagement Policy and the School-Parent/Guardian Compact will be discussed annually.
5. Student progress is discussed at each monthly learning period meeting. Report cards are provided each semester unless parents/guardians have opted out of report cards (grade K-6 only). Progress reports are

Board Approved: April 16, 2020

Revised: August 11, 2022 ~~November 12, 2020~~



provided after the 1st quarter and 3rd quarter for high school students and K-8 students taking high school courses.

6. Given the model of the school, the parents/guardians are highly active participants in their child's education.
7. Parents/guardians have access to staff via email and monthly learning period meetings.

The Charter school engages Title I, Part A parents/guardians and family members to improve the achievement of their child through meaningful interactions with the school. This Compact supports a partnership among staff, parents/guardians and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. In which ways does the school provide Title I, Part A parents/guardians and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their child (ESSA Section 1116[e][1])?
 - a. Through monthly learning period meetings with the teacher of record
 - b. Pre-planning of assignments to be completed for the learning periods
 - c. Review of local and state assessments and performance score
 - d. The school's MTSS program that provides support for students that are struggling academically
2. In which ways does the school provide Title I, Part A parents/guardians and family members with materials and training to help them improve the achievement of their child (ESSA Section 1116[e][2])?
 - a. Parent/guardian training and webinars
 - b. Parent/guardian resources found on the Sage Oak website
3. With the assistance of Title I, Part A parents/guardians and family members, in which ways does the school educate staff members on the value of parent/guardian and family member contributions and how to work with these members as equal partners (ESSA Section 1116[e][3])?
 - a. Teacher professional development
 - b. Teacher resources found in the school's teacher manual
4. In which ways does the school coordinate and integrate the Title I, Part A parent/guardian involvement program with other programs and conduct other activities, such as resource centers, to encourage and support parents/guardians and family members in more fully participating in the education of their child (ESSA Section 1116[e][4])?
 - a. The school will provide Title I goals and action items via SPSA and/or LCAP
 - b. The school will provide parent/guardian and student outreach events, such as STEM day, field trips, Sage Oak socials, Living History, and the Cultivate and Create Art event



5. In which ways does the school distribute information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5])?
 - a. Information will be presented in a digital format that can be translated with the use of technology
 - b. Information will be presented in a way that is understandable to parents
 - c. Information that will be presented visually and verbally, as applicable
6. In which ways does the school provide support for parent and family member involvement activities requested by Title I, Part A (ESSA Section 1116[e][14])?
 - a. Given the model of the school, the parents are highly active participants in their child's education
 - b. The school will provide parent and student outreach events, such as STEM day, field trips, Sage Oak socials, Living History, and the Cultivate and Create Art event
7. The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students. In which ways are the information and school reports provided in a format and language that parents and family members can understand (ESSA Section 1116[f])?
 - a. A digital format that can be translated with the use of technology
 - b. Information is presented in a way that is understandable by parents
 - c. Information is presented visually and verbally, as applicable

This Compact was adopted by Sage Oak Charter Schools for the 2020-2021 school year and will be in effect for the period of the ~~2022-230-2021~~ school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program in the fall of each school year, or upon the identification.



School-Parent/Guardian Compact

The Charter school distributes to parents/guardians and family members of Title I, Part A students a school-parent/guardian compact (Compact). This Compact, which has been jointly developed with parents/guardians, outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents/guardians and family members of Title I, Part A students:

1. The Charter school's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1])
2. The ways parents/guardians and family members will be responsible for supporting their child's learning (ESSA Section 1116[d][1])
3. The importance of ongoing communication between parents/guardians, family members, and teachers through, at a minimum, monthly learning period meetings, frequent reports on student progress, and access to staff (ESSA Section 1116[d][2])
4. Parent/Guardian-teacher discussion, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A])
5. Frequent reports to parents/guardians and family members on their child's progress (ESSA Section 1116[d][2][B])
6. Reasonable access to staff and opportunities for parents/guardians and family members to participate in their child's education (ESSA Section 1116[d][2][C])

How does the school address this?

1. The school will provide high-quality curriculum and instruction as outlined in the school's charter
2. Parent/Guardian, student, and teacher receipt of policies will be signed annually along with the school's master agreement.
3. Communication and access to the staff are conducted and available through monthly learning period meetings, school email communication, and school social media outlets.
4. Title I Family and Parent/Guardian Engagement Policy and the School-Parent/Guardian Compact will be discussed annually.
5. Student progress is discussed at each monthly learning period meeting. Report cards are provided each semester unless parents/guardians have opted out of report cards (grade K-6 only). Progress reports are



provided after the 1st quarter and 3rd quarter for high school students and K-8 students taking high school courses.

6. Given the model of the school, the parents/guardians are highly active participants in their child's education.
7. Parents/guardians have access to staff via email and monthly learning period meetings.

The Charter school engages Title I, Part A parents/guardians and family members to improve the achievement of their child through meaningful interactions with the school. This Compact supports a partnership among staff, parents/guardians and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. In which ways does the school provide Title I, Part A parents/guardians and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their child (ESSA Section 1116[e][1])?
 - a. Through monthly learning period meetings with the teacher of record
 - b. Pre-planning of assignments to be completed for the learning periods
 - c. Review of local and state assessments and performance score
 - d. The school's MTSS program that provides support for students that are struggling academically
2. In which ways does the school provide Title I, Part A parents/guardians and family members with materials and training to help them improve the achievement of their child (ESSA Section 1116[e][2])?
 - a. Parent/guardian training and webinars
 - b. Parent/guardian resources found on the Sage Oak website
3. With the assistance of Title I, Part A parents/guardians and family members, in which ways does the school educate staff members on the value of parent/guardian and family member contributions and how to work with these members as equal partners (ESSA Section 1116[e][3])?
 - a. Teacher professional development
 - b. Teacher resources found in the school's teacher manual
4. In which ways does the school coordinate and integrate the Title I, Part A parent/guardian involvement program with other programs and conduct other activities, such as resource centers, to encourage and support parents/guardians and family members in more fully participating in the education of their child (ESSA Section 1116[e][4])?
 - a. The school will provide Title I goals and action items via SPSA and/or LCAP
 - b. The school will provide parent/guardian and student outreach events, such as STEM day, field trips, Sage Oak socials, Living History, and the Cultivate and Create Art event



5. In which ways does the school distribute information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5])?
 - a. Information will be presented in a digital format that can be translated with the use of technology
 - b. Information will be presented in a way that is understandable to parents
 - c. Information that will be presented visually and verbally, as applicable
6. In which ways does the school provide support for parent and family member involvement activities requested by Title I, Part A (ESSA Section 1116[e][14])?
 - a. Given the model of the school, the parents are highly active participants in their child's education
 - b. The school will provide parent and student outreach events, such as STEM day, field trips, Sage Oak socials, Living History, and the Cultivate and Create Art event
7. The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students. In which ways are the information and school reports provided in a format and language that parents and family members can understand (ESSA Section 1116[f])?
 - a. A digital format that can be translated with the use of technology
 - b. Information is presented in a way that is understandable by parents
 - c. Information is presented visually and verbally, as applicable

This Compact was adopted by Sage Oak Charter Schools for the 2020-2021 school year and will be in effect for the period of the 2022-23 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program in the fall of each school year, or upon the identification.

Coversheet

Consent - Personnel Services

Section: XI. Consent
Item: C. Consent - Personnel Services
Purpose: Vote

Submitted by:

Related Material:

BUS SOCS Job Descriptions - August 2022.pdf
Assistant Director of Curriculum and Instruction JD (2022_23).pdf
Assistant Director of Educational Planning and Reporting JD (2022_23).pdf
High School AVID Support Instructor SJD (2022_23).pdf
Events Manager JD (2022_23).pdf
Middle School_High School ELD Instructor SJD (2022_23).pdf
Executive Assistant JD (2022_23) - Google Docs.pdf
Lead Coordinator, Personalized Learning TK-8 Academy 2022_23 (3).pdf
Elementary AVID Support Instructor SJD (2022_23).pdf
Mild_Moderate and Moderate_Severe Dual Credential SJD (2022_23) (2).pdf
Outdoor Classroom Coordinator JD (2022_23).pdf
Senior Specialist, Digital Media & Communication JD (2022_23).pdf
Special Education Lead Assessment Coordinator JD (2022_23).pdf
Special Education Assessment Coordinator JD (2022_23) (1).pdf
Employee Handbook - SOCS (August 8, 2022) (1).pdf
2022-23 Employee Handbook Revisions (Board Meeting 8.8.2022).pdf

SAGE OAK CHARTER SCHOOLS

Agenda Item:

Date: Aug 8, 2022

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
	Education/Student Services
X	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of Job Descriptions

Background:

Job descriptions are critical to the successful personnel operations of the school. They provide structure in areas such as recruitment, on-boarding, determining reasonable accommodations, performance evaluation, succession planning, staff development, and compensation analysis. Job descriptions are routinely revised to remove antiquated wording, reflect the current duties of the positions, and align the minimum qualifications, knowledge, and abilities to the duties. New job descriptions are developed based on the school’s staffing plans and identified support needs. It is recommended the Board approve the following job description(s) and revisions as presented.

New:

- Special Education Assessment Coordinator
- Assistant Director of Educational Planning and Reporting
- Assistant Director of Curriculum and Instruction
- Special Education Lead Assessment Coordinator
- Lead Coordinator, Personalized Learning TK-8 Academy
- High School AVID Support Instructor
- Elementary AVID Support Instructor
- Outdoor Classroom Coordinator
- Senior Specialist, Digital Media & Communication
- Middle School/High School ELD Instructor

Revised:

- Mild/ Moderate and Moderate/ Severe Dual Credential
- Events Manager
- Executive Assistant

Fiscal Impact: None



Assistant Director of Curriculum & Instruction

Job Description

Reports To: Director of Education Services (*or designee*)
FLSA Status: Exempt
School Classification: Certificated
Pay Schedule: Range 17
Work Schedule: 220 days/12 months
Location: Remote Office

Position Summary: *The assistant director of curriculum & instruction supports the director in the functionality of the education services department in items relating to curriculum and implements and executes the mission and vision of the department.*

ESSENTIAL FUNCTIONS and RESPONSIBILITIES

Overarching Duties and Abilities for All Sage Oak Assistant Directors:

<i>Primary Focus</i>	<ol style="list-style-type: none"> 1. Supports the director in executing the department's shared vision 2. Considers school-wide needs and balances those with the needs of the department 3. Stays current on educational laws and trends that pertain to the department 4. Supports the director as the legal expert for the department as needed
<i>Budget</i>	<ol style="list-style-type: none"> 1. Under the direction of the director, develops, tracks, monitors, and maintains department budget
<i>Staff Performance and Professional Development</i>	<ol style="list-style-type: none"> 1. Conducts evaluations for department staff as assigned and oversees and assists with evaluative process for teaching staff, if applicable 2. Provides support, direction and coaching to department staff as assigned 3. Facilitates the corrective action process for all assigned department staff, as needed, by following the schools' corrective action process 4. Collaborates with director and department team to propose professional goals and training needs both school and department wide 5. Develops a strong understanding of the laws impacting the department and adapts the department goal as needed 6. Supports the director in developing a plan for achieving those goals and executes the plan 7. Assigns duties and responsibilities to team members based on strengths when possible

*Assistant Director of Curriculum & Instruction Job Description
Board Approved: PENDING*

<p><i>School and/or Department Development</i></p>	<ol style="list-style-type: none"> 1. Develops innovations that will support the schools' growth and needs and promote sustainability and longevity within the department 2. Determines department needs and proactively develops solutions using creative problem solving and a high level of customer service to the larger community, staff and students 3. Supports directors with policies, procedures and department manuals to ensure alignment with school goals and current laws 4. Supports the director with the hiring of quality department staff and works collaboratively with human resources to follow school policy and procedure
<p><i>Educational Partner Engagement</i></p>	<ol style="list-style-type: none"> 1. Develops a strong presence, collaborative relationship, and engaged connectivity with authorizing districts, the Board of Directors, Sage Oak staff and families, and the larger community through both in-person and virtual means

Education Services Department Duties:

Purchase Orders and Materials Ordering:

1. Oversees educational purchase order approval
2. Oversees order it or not materials ordering content
3. Oversees PO returns

Progress Improvement Notifications:

1. Maintains PIN records and processes.
2. Trains teachers on the PIN processes.
3. Serves as a neutral party for the PIN process

Standards & Curriculum:

1. Trains teachers and families on curriculum options and the implementation of the standards
2. Responds to curriculum-related questions and hosts parent/ teacher trainings
3. Leads the review process for curriculum and courses
4. Creates organizational documents and trainings for teachers and families to support the selection of curriculum that assists students in meeting educational goals
5. Maintains Sage Oak Select Curriculum lists and recommended curriculum lists
6. Maintains interactive curriculum questionnaire resource

Lending Library:

1. Oversees the educational elements of the lending library program

Student Learner Outcomes (SLOs):

1. Implements supports teachers with our SLOs program

Grade Level Placement/Acceleration and Retention Requests:

1. Facilitates and oversee retention/acceleration requests and processes
2. Reviews any inquiries regarding grade level placement

Oversight Responsibilities:

- Supervises and oversees department and staff, including but not limited to:
 - Education Services Technician
 - Lead Coordinator, Outdoor Classroom
 - Outdoor Classroom Paraprofessionals

Other Duties

- Responds to non-urgent communication within 24 school hours and urgent communication within two school hours
- Resolves escalated employee, parent, and student issues in alignment with core values and ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience:

- Two or more years in the Teacher/Educational Advisor position
- Two or more years in a coordinator or equivalent position desired

Education:

- A valid, current, and appropriate California state teaching credential and an administrative services credential desired. A copy of teaching credential to be provided and kept current.

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years

- Hold and maintain a valid California Driver's License, proof of automobile insurance, and full time use of a dependable automobile that is insured pursuant to California regulations.

Knowledge:

- Laws that pertain to department
- Student Success Teams
- English Language Learners programs
- Intervention program and process
- 504 process
- Curricular options in the personalized learning setting

Acquired Skills:

- Well-developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Conflict resolution skills
- Strong organizational skills

Abilities:

- To independently work through and create solutions for ambiguous tasks and projects
- Possesses mature judgment
- Is a team player
- Love of learning – a lifelong learner
- Transmits passion for learning to students and families
- Flexibility and adaptability
- Openness to differing views and objectives
- Willingness to conduct research as needed and become knowledgeable in department related information to support the school
- Ability to deliver information effectively
- Serves the staff, student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere
- Ability to maintain confidentiality
- Strong leadership skills
- Proactive
 - Understands the needs of the school and takes steps toward meeting those needs with little support and guidance
 - Prevents problems by planning ahead and anticipating outcomes
 - Exercises initiative
- Builds a culture where students, parents, and teachers feel valued and served

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.



Assistant Director of Educational Planning and Reporting

Job Description

Reports To: Director of Education Services (*or designee*)
FLSA Status: Exempt
School Classification: Certificated
Pay Range: Range 17
Work Schedule: 220 days/12 months
Location: Remote Office

Position Summary: *Under the direction of the director of education services, the assistant director of educational planning and reporting shall assume responsibility for the planning, development, coordination, and management of education services. The assistant director of educational planning and reporting is also responsible to ensure that staff is supported and developing professionally in the area of education services and related areas.*

ESSENTIAL FUNCTIONS and RESPONSIBILITIES

Overarching Duties and Abilities for All Sage Oak Assistant Directors:

<i>Primary Focus</i>	<ol style="list-style-type: none"> 1. Supports the director in executing the department's shared vision 2. Considers school-wide needs and balances those with the needs of the department 3. Stays current on educational laws and trends that pertain to the department 4. Supports the director as the legal expert for the department as needed
<i>Budget</i>	<ol style="list-style-type: none"> 1. Under the direction of the director, develops, tracks, monitors, and maintains department budget
<i>Staff Performance and Professional Development</i>	<ol style="list-style-type: none"> 1. Conducts evaluations for department staff as assigned and oversees and assists with evaluative process for teaching staff, if applicable 2. Provides support, direction and coaching to department staff as assigned 3. Facilitates the corrective action process for all assigned department staff, as needed, by following the schools' corrective action process 4. Collaborates with director and department team to propose professional goals and training needs both school and department wide 5. Develops a strong understanding of the laws impacting the department and adapts the department goal as needed 6. Supports the director in developing a plan for achieving those goals and executes the plan

*Assistant Director of Educational Planning and Reporting Job Description
Board Approved: March 10, 2022*

	<ol style="list-style-type: none"> 7. Assigns duties and responsibilities to team members based on strengths when possible
<i>School and/or Department Development</i>	<ol style="list-style-type: none"> 1. Develops innovations that will support the schools' growth and needs and promote sustainability and longevity within the department 2. Determines department needs and proactively develops solutions using creative problem solving and a high level of customer service to the larger community, staff and students 3. Supports directors with policies, procedures and department manuals to ensure alignment with school goals and current laws 4. Supports the director with the hiring of quality department staff and works collaboratively with human resources to follow school policy and procedure
<i>Educational Partner Engagement</i>	<ol style="list-style-type: none"> 1. Develops a strong presence, collaborative relationship, and engaged connectivity with authorizing districts, the Board of Directors, Sage Oak staff and families, and the larger community through both in-person and virtual means

Education Services Department Duties

LCAP

1. Completes all non-financial elements of the LCAP, including, but not limited to, data analysis, goal and action item creation and maintenance
2. Completes LCAP educational partner engagement requirements
3. Stays up to date with LCAP trainings and professional development
4. Works with business services to align the budgetary elements of the LCAP
5. Presents LCAP to governing board, submit to other required entities, as needed
6. Maintains LCAP timeline
7. Performs any other functions relating to the LCAP

WASC

1. Monitors what is shared in Sage News proactively, teacher emails groups, regional agendas, etc. through a lens of WASC goals/needs; continuously tracks related information with a goal of having all information recorded, tracked, and ready when it is time for the WASC renewal
2. Assists with compiling and writing WASC reports
3. Ensures reports answer the WASC prompts
4. Reviews evidence to ensure it is present and linked properly in the report
5. Maintains WASC report and action plan throughout the year
6. Maintains WASC timeline
7. Performs any other functions relating to the WASC

SARC

1. Completes the SARC as needed
2. Submits the SARC to proper entities
3. Maintains SARC timeline
4. Performs any other functions relating to the SARC

Charter Petition

1. Assists the director of education services in gathering information and writing reports needed for charter petitions and/or charter renewal, as it pertains to the education services department.

Categorical Funding Reports

1. Completes categorical funding reports
2. Completes categorical funding educational partner engagement requirements
3. Stays up to date with categorical funding trainings and professional development
4. Works with business services to align budgetary elements of categorical funding reports
5. Oversee categorical funding spending/POs
6. Presents categorical funding to governing board, submit to other required entities, as needed
7. Maintains categorical funding timelines
8. Performs any other functions relating to categorical funding

Dual Enrollment

1. Reviews inquiries regarding dual enrollment situations

Teacher Evaluations:

1. Compiles evaluation data
2. Completes teacher evaluations

Managing Department

1. Provides coaching and support for department employees
2. Facilitates department meetings
3. Maintains department goals and action items

Supervising Responsibilities:

- Supervises the following department staff, including but not limited to:
 - Lead Coordinator, Curriculum
 - Lead Coordinator, Title I
 - Lead Coordinator, Advanced Learning Programs and Services
 - Lead Coordinator, Community and Engagement

Other Duties

- Responds to non-urgent communication within 24 school hours and urgent communication within two school hours
- Resolves escalated employee, parent, and student issues in alignment with core values and ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform

Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)

- Performs other duties as assigned

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience:

- Minimum of two years of successful experience as a teacher in a personalized learning setting, or equivalent
- Minimum of one year of successful experience in a lead coordinator role in a personalized setting or equivalent
- Experience in a homeschool/independent study model highly desirable
- Successful track record in leadership role highly desired

Education:

- A valid, current, and appropriate California state teaching credential required
- A valid, current, and appropriate California state Administrative Services Credential or enrolled in an Administrative Services Credential Program
- A Master's degree or equivalent work in the field of education as it pertains to the position, leadership, and administration desired

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Hold and maintain a valid California Driver's License, proof of automobile insurance, and full time use of a dependable automobile that is insured pursuant to California regulations.

Knowledge:

- Laws that pertain to department
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software

Skills:

- Reads and interprets documents such as state and federal laws, statutes, rules and regulations

Abilities:

- To independently work through and create solutions for ambiguous tasks and projects
- Possesses mature judgment
- Is a team player
- Love of learning – a lifelong learner
- Transmits passion for learning to students and families
- Flexibility and adaptability
- Well developed, clear communication and interpersonal skills that maintain a respectful, professional, and courteous manner
- Conflict resolution skills
- Strong organizational skills
- Openness to differing views and objectives
- Willingness to conduct research as needed and become knowledgeable in department related information to support the school
- Ability to deliver information effectively
- Serves the staff, student and parent's needs without allowing personal convenience to interfere
- Ability to maintain confidentiality
- Strong leadership skills
- Proactive
 - Understands the needs of the school and takes steps toward meeting those needs with little support and guidance
 - Prevents problems by planning ahead and anticipating outcomes
 - Exercises initiative
- Builds a culture where students, parents, and teachers feel valued and served

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds with or without assistance
- Close vision and ability to adjust focus



High School AVID Support Instructor

Stipend Job Description

Reports To:	Lead Coordinator, Title I (<i>or designee</i>)
FLSA Status:	Exempt
School Classification:	Certificated
Pay Scale:	\$4,050
Work Schedule:	October- May
Location:	Remote Office

Position Summary: *Under the direction of the Lead Coordinator, Title I or designee, this position supports the development of the Advancement Via Individual Determination (AVID) program in order to accelerate student achievement grades 9-12. The high school AVID support instructor will provide virtual group and individual instruction to high school students in AVID strategies and methodologies.*

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Delivers 1-hour weekly virtual instruction and assistance to high school students
2. Holds live virtual weekly 'drop-in' office hours for 1 hour each week
3. Completes 1-hour a week of prep time to prepare for students and classes
4. Creates a year long syllabus/scope and sequence of course content and weekly class objectives.
5. Develops lesson plans and provides engaging instructional materials and experiences for students learning in a virtual learning environment, including opportunities for peer collaboration, hands on learning, and project based learning
6. Employs a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs
7. Provides a safe learning environment that fosters creativity, individuality, and growth mindset
8. Manages behavior of learners in virtual instructional setting to ensure environment is conducive to the learning process
9. Proactively monitors the progress and learning of students and assists students with working towards mastery of content; provides detailed quality feedback to students in timely manner
10. Maintains communication with the teacher of record on individual student's progress
11. Assesses students abilities as related to desired educational goals, objectives, and outcomes
12. Keeps the teacher of record and the Lead Coordinator, Title I (*or designee*) informed of any student behavioral and/or social emotional concerns
13. Creates reports as needed for the department regarding student enrollment, attendance, and progress
14. Provides strong parent communication and support
 - a. Provides parent with course syllabus
 - b. Provides parent with feedback as necessary

*High School AVID Support Instructor Stipend Job Description
Board Approved: PENDING*

- c. Supports parents and students with basic computer/software navigation and use
15. Supports the growth and development of AVID program through a high level of collaboration with the Lead Coordinator, Title I (*or designee*)
 - a. Recognizes and communicates the need for changes to the program format, content, or delivery.
 - b. Maintains a growth mindset; is flexible and agile with implementing any needed changes
 - c. Provides feedback and suggestions for the implementation, development, and success of the AVID program
16. Attends AVID and virtual learning trainings as needed

Other Duties:

- Responds to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- When appropriate, documents and reports to the school's management all formal disciplinary actions involving staff; if applicable, addressing and resolving complaints from students, parents, and staff in a timely manner; referring individuals to the proper personnel as appropriate to ensure compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience:

- Two years of successful teaching experience in the classroom setting preferred
- Experience in a virtual learning model highly desirable
- Experience in an innovative learning environment highly desirable

Education:

- A valid, current, and appropriate California state teaching credential for teaching staff. A copy of Teaching Credential to be provided and kept current
- English Language Authorization required

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.

- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and human resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test or signed certificate of completion dated within the last 60 days (Ed. Code 49406 and AB 1667) upon employment and thereafter updated every four years.
- The employee is expected to acquire and maintain a working computer with an internet connection and a printer.
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations

Knowledge:

- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software
- Knowledge of subject matter and state standards

Skills:

- Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Conflict resolution skills
- Strong organizational skills
- Creative problem solving skills

Abilities:

- Team player
- Love of learning – a lifelong learner
- Ability to transmit passion for learning to students and families
- Flexibility and adaptability
- Openness to differing views and objectives
- Willingness to research and become knowledgeable of curriculum and educational resources
- Ability to deliver information concerning curriculum, teaching, assessment, and learning to families
- Serve the student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere
- Growth Mindset

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials and monitor students

- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds with or without assistance
- Close vision and ability to adjust focus

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 200 miles in a day

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

Employee Acknowledgement:

Employee Signature	Printed Name	Date
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Events Manager

Job Description

Reports To:	Lead Coordinator, Events and Special Projects <i>(or designee)</i>
FLSA Status:	Exempt
School Classification:	Classified
Pay Schedule:	Range 8
Work Schedule:	11 months <i>(August-June)</i>
Location:	Redlands and Remote Office

Position Summary:

The Events Manager will plan, implement, and chaperone all school field trips at various locations within southern California. The position will also plan, implement, and execute all school events. If the events are in-person, the position will attend the event.

Essential Duties and Responsibilities

Events Coordination:

1. Develops and facilitates the process for students and parents to sign up for educational trips using the systems in place (School Pathways, OPS, Google docs, and other programs as needed)
2. Completes, updates, and trains the entire field trip process as listed below:
 - a. Ensures that necessary community providers is approved prior to setting up the trip;
 - b. Calls community providers to schedule trips that meet the educational needs of our students;
 - c. Ensures that a sufficient number of chaperones attend each trip;
 - d. Informs chaperones of their responsibilities;
 - e. Sends out information via the parent and staff group emails regarding the trips;
 - f. Sends out reminders before each trip with all pertinent information;
 - g. Closes out the trip
 - h. Throughout the process, ensures that all related policies and procedures within the safety plan are followed
3. Reviews field trip documents and information to ensure it is completed correctly
4. Answers teacher and parent questions regarding the trips via email and phone
5. Works with community providers as needed
6. Writes articles as needed for staff monthly agenda
7. Updates, stays abreast of, and upholds the the current board approved field trip policy
8. Attends all school-wide field trips as the lead chaperone. This may include up to 50 field trips in various locations around southern California (Orange, Riverside, San Diego, San Bernardino, Ventura, and Los Angeles counties). Mileage is reimbursed.

*Events Manager Job Description
Board Approved: March 10, 2022*

9. Completes all back-end planning and executing of high school, virtual learning academy, and advanced learning program field trips, but does not chaperone the field trips.
10. Plans and implements all virtual events, including, but not limited to Cultivate and Create Art Event and Talent Show.
11. Plans, implements, and attends all in-person events, including but not limited to STEM Day, Living History, promotion ceremonies, Sage Oak Socials. Mileage is reimbursed.
12. Performs other duties commensurate with the functions and level of the position and assists with other department events as needed

Other Duties

- Responds to non-urgent communication within 24 school hours and urgent communication within two school hours
- Resolves escalated employee, parent, and student issues in alignment with core values and ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Education & Experience:

- High School diploma or equivalent required, Bachelors is preferred
- Experience in planning social events, either virtually or in-person is preferred
- Event planning certification a plus
- Experience working in an educational environment is desirable

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.

Knowledge:

- Computer and technology literacy:
 - Operate office equipment including a calculator, copier, fax machine, computer, and assigned software.
 - Knowledge and experience using Google docs, Google spreadsheets, and other online collaboration tools to send and receive information
 - Methods of collecting and organizing data and information
 - Basic database skills
- Knowledge of applicable laws, codes, regulations, policies, and procedures
- Basic arithmetic calculations with speed and accuracy
- Willingness to research and become knowledgeable of curriculum and educational resources
- California State Teachers' Retirement System and Reporting Processes and Compliance
- Payroll systems, procedures and legal compliance

Acquired Skills:

- Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Conflict resolution skills
- Strong organizational skills
- Consistently make good decisions even when under pressure
- Ability to prioritize tasks and direct a team
- Sound management skills; evaluate and enhance practices that promote a strong team commitment to supporting the functionality of the department and operations of the school
- Effectively coaching, mentoring and motivating respective staff

Abilities:

- To independently work through and create solutions for ambiguous tasks and projects
- Possesses mature judgment
- Is a team player
- Love of learning – a lifelong learner
- Transmits passion for learning to staff, students and families
- Flexibility and adaptability
- Openness to differing views and objectives
- Willingness to conduct research as needed and become knowledgeable in department related information to support the school
- Serves the staff, student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere
- Ability to maintain a high level of confidentiality
- Proactive
- Understands the needs of the school and takes steps toward meeting those needs with little support and guidance
- Prevents problems by planning ahead and anticipating outcomes
- Exercises initiative
- Build a culture where students, parents, and teachers feel valued and served

*Events Manager Job Description
Board Approved: March 10, 2022*

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds
- Close vision and ability to adjust focus

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 200 miles in a day

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

Employee Acknowledgement:

Employee Signature	Printed Name	Date
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Middle School/High School ELD Instructor

Stipend Job Description

Reports To:	Lead Coordinator, Title I (<i>or designee</i>)
FLSA Status:	Exempt
School Classification:	Certificated
Pay Scale:	\$4,590
Work Schedule:	September- May
Location:	Remote Office

Position Summary: *Under the direction of the Lead Coordinator, Title I or designee, this position promotes the use of technology and innovative approaches to virtual learning to support student English Language development in grades 6-12. The Middle School/High School ELD teacher is responsible for planning, delivering, and assessing the instructional program aligned to the state adopted standards and students' needs. The Middle School/High School ELD teacher are required to participate in all staff relevant meetings, trainings and/or sessions.*

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Plans and delivers 1 hour weekly designated ELL instruction and assistance to students through virtual classroom environment in the areas of reading, writing, speaking, and listening, using various teaching methods, audiovisual aids and other materials (for approx. 24 weeks)
2. Holds live virtual weekly 'drop-in' office hours/lesson prep time for 1 hour each week (for approx. 24 weeks)
3. Provides additional support to Long Term English Learners (LTELs) for English language development.
 - a. Attend LTEL SST meetings
 - b. Provide ELPAC support
 - c. Create individualized student goals based on ELPAC results
1. Creates a year long syllabus/scope and sequence of course content and weekly class objectives.
2. Develops lesson plans and provides engaging instructional materials and experiences for students learning in a virtual learning environment, including opportunities for peer collaboration, hands on learning, and project based learning
3. Employs a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs
4. Provides a safe learning environment that fosters creativity, individuality, and growth mindset
5. Manages behavior of learners in virtual instructional setting to ensure environment is conducive to the learning process
6. Proactively monitors the progress and learning of students and assists students with working towards mastery of content; provides detailed quality feedback to students in timely manner

*Middle School/High School ELD Instructor Stipend Job Description
Board Approved: PENDING*

7. Maintains record of individual student progress
8. Assesses students abilities as related to desired educational goals, objectives, and outcomes
9. Keeps the teacher of record and the Lead Coordinator, Title I (or designee) informed of any student behavioral and/or social emotional concerns
10. Creates reports as needed for the department regarding student enrollment, attendance, and progress
11. Provides strong parent communication and support
 - a. Provides parent with course syllabus
 - b. Provides parent with feedback as necessary
 - c. Supports parents and students with basic computer/software navigation and use
12. Supports the growth and development of the ELD program through a high level of collaboration with the Lead Coordinator, Title I (or designee)
 - a. Recognizes and communicates the need for changes to the program format, content, or delivery.
 - b. Maintains a growth mindset; is flexible and agile with implementing any needed changes
 - c. Provides feedback and suggestions for the implementation, development, and success of the ELD program

Other Duties:

- Responds to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- When appropriate, documents and reports to the school's management all formal disciplinary actions involving staff; if applicable, addressing and resolving complaints from students, parents, and staff in a timely manner; referring individuals to the proper personnel as appropriate to ensure compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience:

- Two years of successful teaching experience in the classroom setting preferred
- Experience in a virtual learning model highly desirable
- Experience in an innovative learning environment highly desirable

Requirements:

- A valid, current, California Multiple Subject and or Single Subject Teaching Credential. A copy of teaching credential to be provided and kept current
- English Language Authorization ELA1 or CLAD required

*Middle School/High School ELD Instructor Stipend Job Description
Board Approved: PENDING*

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and human resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test or signed certificate of completion dated within the last 60 days (Ed. Code 49406 and AB 1667) upon employment and thereafter updated every four years.
- The employee is expected to acquire and maintain a working computer with an internet connection and a printer.
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations

Knowledge:

- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software
- Knowledge of subject matter and state standards

Skills:

- Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Conflict resolution skills
- Strong organizational skills
- Creative problem solving skills

Abilities:

- Team player
- Love of learning – a lifelong learner
- Ability to transmit passion for learning to students and families
- Flexibility and adaptability
- Openness to differing views and objectives
- Willingness to research and become knowledgeable of curriculum and educational resources
- Ability to deliver information concerning curriculum, teaching, assessment, and learning to families
- Serve the student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere
- Growth Mindset

Middle School/High School ELD Instructor Stipend Job Description
Board Approved: PENDING



Executive Assistant

Job Description

Reports To:	Superintendent of Schools (<i>or designee</i>)
FLSA Status:	Exempt
School Classification:	Classified
Pay Schedule:	Range 9
Work Schedule:	12 months
Location:	Sage Oak Office and Remote Office

Position Summary: *Provides administrative support to the executive director as outlined in the following job description.*

ESSENTIAL FUNCTIONS and RESPONSIBILITIES

1. Monitors and tracks superintendent of schools' budget; Approves expenses against department budgets
2. Manages the superintendent of schools schedule/calendar by planning and scheduling meetings, conferences, teleconferences, and travel
3. Acts as the superintendent of school's representative, as needed
4. Determines and coordinates travel arrangements and hotel reservations
5. Supports superintendent of schools with the execution of tasks, creation of reports, note taking, and other similar tasks
6. Prioritizes and handles correspondence for the superintendent of schools
7. Submits and reconciles expense reports
8. Supports parent/staff complaints, escalating to the superintendent of schools as needed
9. Supports the management of the office keyholder policy
10. Suggests and makes recommendations to administration as to the hiring, release from employment, advancement, promotion or any other change of status of other employees within the office; interviews staff when needed
11. Supports office efficiency by helping to plan and implement office systems, supplies, layouts, and equipment procurement
12. Conserves executive director's time by reading, researching, and routing correspondence, drafting letters and documents, collecting and analyzing information, initiating telecommunications, and removing executive director from unnecessary email threads
13. Maintains confidence and protects operations by keeping information confidential
14. May maintain personnel records
15. Assists with interviews, when needed
16. Trains office staff when needed

*Executive Assistant Job Description
Board Approved: March 10, 2022*

Board Liaison Support

1. Arranges and coordinates with leadership team on the timely creation of board reports
2. Tracks board requests, ensures supporting documentation is included, and submits list of board requests to executive director for review

Coffee Talks

1. Attends in-person coffee talk as a representative of the leadership team
2. Takes notes during coffee talk meetings and ensures leadership team follow-up
3. Facilitates orders and other duties as needed, to ensure a smooth and positive coffee talk

Travel

1. Drives executive director to school events, board and staff meetings, and other functions, when needed

Other Duties

- Responds to non-urgent communication within 24 school hours and urgent communication within two school hours
- Refers all formal disciplinary actions involving students and staff to school management ensuring compliance with the school's Uniform Complaint Policy and the school's Uniform Technology Policy; addressing and resolving complaints from students, parents, and staff in a timely manner; and complying with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience

- Two (2) years of related experience preferred

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.

- Proof of a clear TB Tine test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Acquire and maintain a working computer with an internet connection and a printer
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.

Knowledge:

- Computer and technology literacy:
 - Operate office equipment including a calculator, copier, fax machine, computer and assigned software.
 - Knowledge and experience using Google docs, Google spreadsheets and other online collaboration tools to send and receive information
 - Methods of collecting and organizing data and information
 - Basic database skills
- Knowledge of applicable laws, codes, regulations, policies and procedures
- Basic arithmetic calculations with speed and accuracy
- Willingness to research and become knowledgeable of curriculum and educational resources

Acquired Skills:

- Conflict resolution skills
- Perform varied and responsible educational assistant duties
- Record-keeping techniques
- Methods of collecting and organizing data and information
- Determine appropriate action within clearly defined guidelines
- Typing speed of 60 wpm

Abilities:

- To independently work through and create solutions for ambiguous tasks and projects
- Organized
- Work independently with little direction
- Possesses mature judgment
- Exercises initiative
- Is a team player
- Love of learning – a lifelong learner
- Flexibility and adaptability
- Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Able to communicate effectively and regularly with the department head regarding questions and concerns
- Conflict resolution skills
- Openness to differing views and objectives
- Ability to maintain confidentiality of sensitive and privileged information

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds
- Close vision and ability to adjust focus

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in an office setting
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 200 miles in a day

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Lead Coordinator, Personalized Learning TK-8 Academy

Job Description

Reports To: Personalized Learning TK-8 Academy Principal (*or designee*)
FLSA Status: Exempt
School Classification: Certificated
Pay Schedule: Range 15
Work Schedule: 215 days/12 months
Location: Remote Office

Position Summary: *The lead coordinator, personalized learning TK-8 academy supports the principal in the functionality of the personalized learning TK-8 academy program as well as helps implement and execute the mission and vision of the School.*

ESSENTIAL FUNCTIONS and RESPONSIBILITIES

Overarching Duties and Abilities for All Sage Oak Lead Coordinators:

<i>Primary Focus</i>	<ol style="list-style-type: none"> 1. Supports the director in executing the department's shared vision 2. Conducts research on educational laws and trends that pertain to the department as needed
<i>Budget</i>	<ol style="list-style-type: none"> 1. Supports the tracking, monitoring, and maintenance of the specific budget items, as assigned
<i>Staff Performance and Professional Development</i>	<ol style="list-style-type: none"> 1. Facilitates the corrective action process for all assigned department staff, as needed, by following the schools' corrective action process 2. Collaborates with director and department team to propose professional goals and training needs both school and department wide 3. Develops a strong understanding of the laws impacting the department and adapts the department goal as needed 4. Supports the director in developing a plan for achieving those goals and executes the plan 5. Assigns duties and responsibilities to team members based on strengths when possible
<i>School and/or Department Development</i>	<ol style="list-style-type: none"> 1. Develops innovations that will support the schools' growth and needs and promote sustainability and longevity within the department 2. Determines department needs and proactively develops solutions using creative problem solving and a high level of customer service to the larger community, staff and students 3. Supports directors with policies, procedures and department manuals to ensure alignment with school goals and current laws

*Lead Coordinator, Personalized Learning TK-8 Academy Job Description
Board Approved: March 10, 2022*

	4. Supports the director with the hiring of quality department staff and works collaboratively with human resources to follow school policy and procedure
<i>Educational Partner Engagement</i>	1. Develops a strong presence, collaborative relationship, and engaged connectivity with authorizing districts, the Board of Directors, Sage Oak staff and families, and the larger community through both in-person and virtual means

Personalized Learning TK-8 Academy Program Duties:

Teacher Professional Development and Support

1. Creates timeline for new teacher trainings
2. Identifies and facilitates training needs for new teachers and creates applicable trainings
3. Assists with the Progress Improvement Notification process for missed meetings
4. Assists with the professional development of teachers in all programs

Teacher Professional Development and Support

1. Helps determine teacher training needs
2. Creates teacher trainings in various mediums as needed
3. Ensures that all trainings are up to date and reflective of department policies
4. Evaluates the effectiveness of teacher trainings within the program and makes necessary improvements
5. Coordinates and plans teacher professional development
6. Communicates with Student Services department leadership when coaching is no longer working and staff corrective actions are needed
7. Responds to and resolves parent and teacher concerns
8. Supports the summit
 - a. Facilitate the planning of Summit meetings
 - b. Seeks input from stakeholders and makes recommendations for topics to be covered
 - c. Proposes schedule/agenda to lead coordinator and director
 - d. Communicates with presenters and Summit workers

Regional Mentors

1. Creates agendas for RM led trainings
2. Provides feedback to RMs on teacher training implementation
3. Assists RMs in facilitating new teacher observations
4. Creates professional development trainings for RMs
5. Serves on school committees, as needed
6. Leads and supports regional mentors with the development of their committee goals and tasks
7. Plans and facilitates regional mentor appreciation
8. Mentors and coaches RMs as assigned

School Site Council

1. Reviews school site council feedback and determines any follow up needed
2. Serves as the school site council liaison
3. Proactively creates and facilitates agendas that reflect the current topics needing input and feedback
4. Shares proposed agenda with the leadership team for feedback and changes
5. Leads school site council meeting
6. Develops system and follows through after meetings to ensure feedback is either taken or responded to in a timely manner

Website, Parent/Teacher Manuals, Communication

1. Writes blogs, as needed, for the school website
2. Reviews and edits written school communication to promote a consistent tone
3. Keeps parent/teacher manuals current
4. Assists community outreach events as a school representative
5. Writes program updates, as needed for various stakeholders

Teacher Recruitment

1. Supports the interview process as needed
2. Helps facilitate final interviews by creating a welcoming environment for all candidates, ensuring the panel is well supported, and promotes the successful pacing of the event

Student Assignment

1. Seeks out, facilitates, and attends homeschool events in a variety of geographic areas and in areas where teachers need students; work with teachers and communicate opportunities to participate
2. Coordinates with RMs to host one parent webinar per month- covering a basic overview of the school with Q and A time
3. Coordinates with regional mentors to host in-person recruitment events in areas of need

Other Duties

- Responds to non-urgent communication within 24 school hours and urgent communication within two school hours
- Resolves escalated employee, parent, and student issues in alignment with core values and ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience:

- Two or more years in the Teacher/Educational Advisor position
- Sage Oak Regional Mentor experience preferred
- Two or more years in a coordinator position, or equivalent position

Education:

- A valid, current, and appropriate California state teaching credential. A copy of teaching credential to be provided and kept current.

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Hold and maintain a valid California Driver's License, proof of automobile insurance, and full time use of a dependable automobile that is insured pursuant to California regulations.

Knowledge:

- Laws that pertain to department

Acquired Skills:

- Working knowledge of the Commission on Teacher Credentialing requirements and credentialing information
- Conflict resolution skills
- Strong organizational skills

Abilities:

- To independently work through and create solutions for ambiguous tasks and projects
- Possesses mature judgment
- Is a team player
- Love of learning – a lifelong learner
- Transmits passion for learning to students and families
- Flexibility and adaptability
- Communicates in a positive, clear, constructive manner that supports the development of a growth mindset in staff and colleagues
- Openness to differing views and objectives
- Willingness to conduct research as needed and become knowledgeable in program related information to support the school
- Ability to deliver information effectively
- Serves the staff, student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere
- Ability to maintain confidentiality



Elementary AVID Support Instructor *Stipend Job Description*

Reports To:	Lead Coordinator, Title I (<i>or designee</i>)
FLSA Status:	Exempt
School Classification:	Certificated
Pay Scale:	\$2,700
Work Schedule:	October- May
Location:	Remote Office

Position Summary: *Under the direction of the Lead Coordinator, Title I or designee, this position supports the development of the Advancement Via Individual Determination (AVID) Elementary program in order to accelerate student achievement grades TK-8. The elementary AVID support instructor will provide virtual group and individual instruction to PLA students in AVID strategies and methodologies. In collaboration with the Lead Coordinator, Title I or designee, the elementary AVID support instructor will support the development of the (pilot) AVID Elementary program.*

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Delivers 1 hour weekly instruction and assistance to students through virtual classroom environment (for approx. 24 weeks)
2. Holds live virtual weekly 'drop-in' office hours/lesson prep time for 1 hour each week (for approx. 24 weeks)
3. During a 6-week prep period, for 2 hours a week, creates a year long syllabus/scope and sequence of course content and weekly class objectives.
4. Develops lesson plans and provides engaging instructional materials and experiences for students learning in a virtual learning environment, including opportunities for peer collaboration, hands on learning, and project based learning
5. Employs a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs
6. Provides a safe learning environment that fosters creativity, individuality, and growth mindset
7. Manages behavior of learners in virtual instructional setting to ensure environment is conducive to the learning process
8. Proactively monitors the progress and learning of students and assists students with working towards mastery of content; provides detailed quality feedback to students in timely manner
9. Maintains communication with the teacher of record and parents on individual student's progress
10. Assesses students abilities as related to desired educational goals, objectives, and outcomes
11. Keeps the teacher of record and the Lead Coordinator, Title I (or designee) informed of any student behavioral and/or social emotional concerns

*Elementary AVID Support Instructor Stipend Job Description
Board Approved: PENDING*

12. Creates reports as needed for the department regarding student enrollment, attendance, and progress
13. Provides strong parent communication and support
 - a. Provides parent with course syllabus
 - b. Provides parent with feedback as necessary
 - c. Supports parents and students with basic computer/software navigation and use
14. Supports the growth and development of AVID Elementary program through a high level of collaboration with the Lead Coordinator, Title I (*or designee*)
 - a. Recognizes and communicates the need for changes to the program format, content, or delivery.
 - b. Maintains a growth mindset; is flexible and agile with implementing any needed changes
 - c. Provides feedback and suggestions for the implementation, development, and success of the AVID Elementary program

Other Duties:

- Responds to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- When appropriate, documents and reports to the school's management all formal disciplinary actions involving staff; if applicable, addressing and resolving complaints from students, parents, and staff in a timely manner; referring individuals to the proper personnel as appropriate to ensure compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience:

- Two years of successful teaching experience in the classroom setting preferred
- Experience in a virtual learning model highly desirable
- Experience in an innovative learning environment highly desirable

Education:

- A valid, current, and appropriate California state teaching credential for teaching staff. A copy of Teaching Credential to be provided and kept current
- English Language Authorization required

Other Qualifications:

*Elementary AVID Support Instructor Stipend Job Description
Board Approved: PENDING*

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and human resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test or signed certificate of completion dated within the last 60 days (Ed. Code 49406 and AB 1667) upon employment and thereafter updated every four years.
- The employee is expected to acquire and maintain a working computer with an internet connection and a printer.
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations

Knowledge:

- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software
- Knowledge of subject matter and state standards

Skills:

- Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Conflict resolution skills
- Strong organizational skills
- Creative problem solving skills

Abilities:

- Team player
- Love of learning – a lifelong learner
- Ability to transmit passion for learning to students and families
- Flexibility and adaptability
- Openness to differing views and objectives
- Willingness to research and become knowledgeable of curriculum and educational resources
- Ability to deliver information concerning curriculum, teaching, assessment, and learning to families
- Serve the student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere
- Growth Mindset

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.



Mild/Moderate and Moderate/Severe Dual Credential

Stipend Job Description

Reports To:	Director of Special Education and Program Specialist <i>(or designee)</i>
FLSA Status:	Stipend
School Classification:	Certificated
Pay Range:	\$12,000
Work Schedule:	10 months <i>(September-June)</i>
Location:	Onsite and Remote Office

Position Summary: *The dual credential stipend requires the employee carrying both a mild/moderate and moderate/severe credential to complete additional duties related to attending additional team meetings, training staff, providing SAI services to both mild/moderate and moderate/severe students, collecting data and monitoring student processes toward the certificate of completion.*

ESSENTIAL FUNCTIONS and RESPONSIBILITIES:

1. Attends and actively contributes at mild/moderate, moderate/severe, and grade band team meetings
2. Supports the special education department with the oversight of the moderate/severe paraprofessionals
3. Prepared, develops and facilitates the LINKS/SOLS moderate/severe curriculum training
4. Provides 1:1 services at higher SAI time (eg. typically 180 minutes weekly per assigned student)
5. Provides in-person services as needed
6. Facilitated group SAI for/moderate students
7. Case manages for all assigned students
8. Collects and analyzes data for additional moderate/severe students
9. Monitors the certificate of completion process, working closely with the general education teacher, progress reporting on IEP goals two time yearly
10. Supporting 18-21 year old students in the Adult Transition Program
11. Ability to service students in-home, if necessary

Other Duties

- Respond to all school-related written correspondence, phone calls, voicemails, and emails within 24 business hours
- When appropriate, documents and reports to the school's management all formal disciplinary actions involving staff; if applicable, addressing and resolving complaints from students, parents, and staff in a timely manner; referring individuals to the proper personnel as appropriate to ensure compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Perform other duties as assigned

*Mild/Moderate and Moderate/Severe Dual Credential Stipend Job Description
Board Approved: March 10, 2022*

QUALIFICATIONS GUIDE:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience:

- Two years of successful experience working with both mild/moderate and moderate/severe students in a special education setting preferred

Education:

- A valid, current, and appropriate California state Mild/Moderate and Moderate/Severe Education Specialist credential for teaching staff required

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- The employee is expected to acquire and maintain a working computer with an internet connection and a printer.
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations

Knowledge:

- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software
- Familiarity with alternate curriculum for moderate/severe students
- Familiarity with Certificate of Completion students in high school on a non diploma track

Acquired Skills:

- Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Conflict resolution skills
- Strong organizational skills

*Mild/Moderate and Moderate/Severe Dual Credential Stipend Job Description
Board Approved: March 10, 2022*

Abilities:

- Team player
- Love of learning – a lifelong learner
- Ability to transmit passion for learning to students and families
- Flexibility and adaptability
- Openness to differing views and objectives
- Willingness to research and become knowledgeable of curriculum and educational resources
- Ability to deliver information concerning curriculum, teaching, assessment, and learning to families
- Serve the student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere
- Growth Mindset

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds
- Close vision and ability to adjust focus

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 100 miles in a day

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

Employee Acknowledgement:

Employee Signature

Printed Name

Date

*Mild/Moderate and Moderate/Severe Dual Credential Stipend Job Description
Board Approved: March 10, 2022*



Outdoor Classroom Coordinator

Job Description

Reports To:	Assistant Director of Curriculum and Instruction (<i>or designee</i>)
FLSA Status:	Exempt
School Classification:	Certificated
Pay Schedule:	Range 10
Work Schedule:	215 days/12 months
Location:	Remote Office

Position Summary: *The outdoor classroom coordinator supports the director and assistant director in the functionality of the education services department in items related to providing an outdoor classroom program and experience for Sage Oak students and implements and executes the mission and vision of the department.*

ESSENTIAL FUNCTIONS and RESPONSIBILITIES

Education Services Department Duties:

Design, implement and manage the Sage Oak outdoor classroom program. The vision of this program is to bring in-person small group educational experiences into the communities Sage Oak serves. The experiences will be hosted by outdoor classroom paraprofessionals and will be focused on community engagement, nurturing a love for learning, and academic achievement.

1. Manages regional outdoor classroom paraprofessionals providing in-person, and possibly virtual, small group educational experiences for Sage Oak students in the communities the school serves
2. Determines and oversees the implementation of curriculum and programmatic elements of the outdoor classroom program
3. Facilitates advertising, student placement, and sign-ups for the outdoor classroom program
4. Locates and secures locations in the community for the outdoor classroom experiences
5. Creates and implements a schedule for the outdoor classroom program
6. Observes and visits outdoor classroom experiences in the community
7. Coordinates with Student Services to ensure the vision of the outdoor classroom program is beneficial for Sage Oak students

Supervising Responsibilities:

- Supervises the following department staff, including but not limited to:
 - Outdoor Classroom Paraprofessional(s)

Other Duties:

- Responds to non-urgent communication within 24 school hours and urgent communication within two school hours

*Outdoor Classroom Coordinator Job Description
Board Approved: PENDING*

- Resolves escalated employee, parent, and student issues in alignment with core values and ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience:

- LCAP experience, required
- WASC, SARC, charter petition experience, desired
- Experience in a non-classroom based charter school, desired

Education:

- A valid, current, and appropriate California state teaching credential for teaching staff. A copy of Teaching Credential to be provided and kept current.

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Hold and maintain a valid California Driver's License, proof of automobile insurance, and full time use of a dependable automobile that is insured pursuant to California regulations.

Knowledge:

- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software
- Familiarity with and ability to identify curriculum, and teaching strategies, and educational resources that are research-based proven to be effective in increasing student achievement
- Actively remains informed regarding WASC policies, processes, and changes

Acquired skills:

- Proficiency with Microsoft Excel/Google Sheets

- Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Conflict resolution skills
- Strong organizational skills

Abilities:

- Ability to develop and articulate vision and goals
- Ability to create and implement procedures and to track processes
- Demonstrates sensitivity to individual differences and cultural backgrounds
- Allocates time and resources effectively
- Maintains confidentiality
- Team player
- Love of learning – a lifelong learner
- Ability to transmit passion for learning to students and families
- Flexibility and adaptability
- Willing to take direction and uphold department policies/practices
- Openness to differing views and objectives
- Ability to deliver information effectively
- Serve the staff, student and parents' needs to the best of his/her ability without allowing his/her own convenience to interfere
- Self starter; ability to take initiative and work with little direction

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials and monitor students
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds
- Close vision and ability to adjust focus

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings

- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 200 miles in a day

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Senior Specialist, Digital Media & Communication

Job Description

Reports To:	Senior Manager, Public Information and Media (or <i>designee</i>)
FLSA Status:	Non-Exempt
School Classification:	Classified
Pay Schedule:	Range 4
Work Schedule:	12 months
Location:	Onsite and Remote Office

Position Summary:

The senior specialist, digital media & communication will assist in coordinating marketing efforts, such as determining the demand for services offered, and identify potential community partnerships or services. The senior specialist, digital media, and communication will also advise, and assist school-wide communication efforts. They will also monitor trends that indicate the need for new initiatives.

ESSENTIAL FUNCTIONS and RESPONSIBILITIES:

1. Supports the creation of current and impactful content, maintains branding consistency, and enforces social media policy
2. Works with the operations department to create content targeted to prospective students
3. Establishes and maintains files of news releases, articles, and other public information documents as required
4. Develops and composes various publications, including news releases, feature articles, news stories, postings, reports and other communications which highlight the goals, objectives, policies, programs, activities and accomplishments of the school, its students and staff under the guidance of the senior manager, public information and media
5. Creates, monitors, and maintains social media accounts, including the creation of content and employment of strategies to broaden audience
6. Creates and posts dynamic videos, as well as photo content for use on website and social media
7. Attends and takes photos at school events for immediate use on social media/online, as well as in future marketing collateral
8. Develops, maintains, and expands the Schools' website
9. Creates and produces written content for website regarding school site initiatives and programs
10. Creates and updates designs, concepts, and sample layouts utilizing knowledge and proficiency of graphic design programs for marketing collateral, based on knowledge of layout principles and aesthetic design concepts
11. Creates charts, graphs, illustrations and other artwork
12. Develops graphics and layouts for product illustrations, company logos, and website

Senior Specialist Digital Media & Communication Job Description

Board Approved: PENDING

13. Prepares illustrations or rough design of marketing collateral, discusses them with supervisor and makes necessary changes
14. Assists with developing and maintaining the Schools' logos and branding
15. Plans, coordinates and executes public relations activities and events as needed
16. Supports in the implementation and delivery of the Third Option training
17. Supports the School's diversity, equity and inclusion efforts including but not limited to serving on the diversity council
18. Performs other duties as assigned

Other Duties

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Refers all formal disciplinary actions involving students and staff to school management ensuring compliance with the school's Uniform Complaint Policy and the school's Uniform Technology Policy; addressing and resolving complaints from students, parents, and staff in a timely manner; and complying with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Perform other duties as assigned

QUALIFICATIONS GUIDE:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience:

- One year of relevant experience including work with graphic design programs is required
- Three years of related experience is preferred

Education:

- BA in Communication, Marketing or BS in Digital Marketing is preferred

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years

*Senior Specialist Digital Media & Communication Job Description
Board Approved: PENDING*

- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations

Knowledge:

- Computer and technology literacy:
 - Operate office equipment including a calculator, copier, fax machine, computer and assigned software.
 - Knowledge and experience using Google docs, Google spreadsheets and other online collaboration tools to send and receive information
 - Methods of collecting and organizing data and information
 - Basic database skills
- Knowledge of applicable laws, codes, regulations, policies, and procedures
- Basic arithmetic calculations with speed and accuracy
- Willingness to research and become knowledgeable of curriculum and educational resources

Acquired Skills:

- Conflict resolution skills
- Perform varied and responsible educational assistant duties
- Record-keeping techniques
- Methods of collecting and organizing data and information
- Determine appropriate action within clearly defined guidelines

Abilities:

- Organized
- Work independently with little direction
- Possesses mature judgment
- Exercises initiative
- Team player
- Love of learning – a lifelong learner
- Flexibility and adaptability
- Well developed, clear communication and interpersonal skills that maintain a respectful, professional, and courteous manner
- Able to communicate effectively and regularly with the department head regarding questions and concerns
- Conflict resolution skills
- Openness to differing views and objectives
- Ability to maintain confidentiality of sensitive and privileged information
- Able to communicate effectively and regularly with the department head regarding questions and concerns
- Ability to perform varied and responsible educational assistant duties
- Determine appropriate action within clearly defined guidelines
- Follow established procedures and meet all established deadlines

*Senior Specialist Digital Media & Communication Job Description
Board Approved: PENDING*



Special Education Lead Assessment Coordinator

Stipend Job Description

Reports To:	Special Education Program Specialist (<i>or designee</i>)
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	\$12,000
Work Schedule:	11 months
Location:	Onsite and Remote Office

Position Summary: The special education lead assessment coordinator will act as the point person for all assessments, timelines, and necessary communication/paperwork. In addition the person in this role will oversee the assessment team in order to coordinate all assessment processes and ensure that the teams remain compliant with all timelines and other IDEA requirements.

ESSENTIAL FUNCTIONS and RESPONSIBILITIES

1. Act as a point person for families going through the Initial assessment process
2. Oversee the entire assessment process for initial requests, eligibility evaluations, and any additional assessments.
3. Act as a point of contact for the assessment team for all communication.
4. Monitor the SPED support email and answer all inquiries within 24 hours.
5. Monitor and oversee the Sage Oak assessment spreadsheet, keeping aware of timelines and APs generated for all Tris, Initials, and additional assessments.

Other Duties:

- Responds to non-urgent communication within 24 school hours and urgent communication within two school hours
- Resolves escalated employee, parent, and student issues in alignment with core values and ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned
- Ability to service students in-home, if necessary

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

*Special Education Lead Assessment Coordinator Job Description
Board Approved: PENDING*

Education:

- A valid, current, and appropriate California state Mild/Moderate Education Specialist credential for teaching staff. A copy of teaching credential to be provided and kept current.

Experience:

- Two years of successful teaching experience in special education required
- At least one year of extensive experience utilizing Presence Learning platform to conduct a full battery of academic assessments required

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Cal/OSHA updates.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Hold and maintain a valid California Driver's License, proof of automobile insurance, and full time use of a dependable automobile that is insured pursuant to California regulations.

Knowledge:

- Strong content and subject-matter knowledge
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software
- Standardized assessment tools for determining special education eligibility

Acquired Skills:

- Strong written and verbal communication
- Organization and time-management
- Excellent writing and grammar
- Proficiency in various word processing programs, Special Education Information System (SEIS) and experience using them in a professional capacity

Abilities:

- Possesses mature judgment
- Exercises initiative
- Is a team player
- Love of learning – a lifelong learner
- Ability to support and guide adults, as well as students

- Flexible schedule

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials and monitor students
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds
- Close vision and ability to adjust focus

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 200 miles in a day

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

Employee Acknowledgement:

Employee Signature	Printed Name	Date
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Special Education Assessment Coordinator

Job Description

Reports To:	Special Education Program Specialist (<i>or designee</i>)
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	Range 10
Work Schedule:	210 days/11 months
Location:	Onsite and Remote Office

Position Summary: The special education assessment coordinator will support the Special Education academic testing support throughout our schools and will work cooperatively with school leadership, instructional faculty, and parents to ensure all Sage Oak students with disabilities receive a high-quality education in accordance with their IEPs and California and Federal requirements.

ESSENTIAL FUNCTIONS and RESPONSIBILITIES

1. Conduct and/or arrange formal and informal student assessment and participate in the development of students' individual programs and services
2. Act as a point person for families going through the Initial assessment process
3. Support general and special education program staff regarding all policies and procedures
4. Write and submit academic assessment reports upon completion of testing for the IEP meeting
5. Collaborate with Special Education case managers throughout the IEP development process and offer recommendations, when applicable, related to goals and/or services based on assessment results
6. Attend all Initial IEP meetings, write all Initial IEPs, and act as case manager for all Initial IEPs until qualification has been determined.
7. Monitor the SPED support email and answer all inquiries within 24 hours.
8. Monitor and oversee the Sage Oak assessment spreadsheet, keeping aware of timelines and APs generated for all Tris and Initials.
9. Ability to service students in-home, if necessary

Other Duties:

- Responds to non-urgent communication within 24 school hours and urgent communication within two school hours
- Resolves escalated employee, parent, and student issues in alignment with core values and ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

Special Education Assessment Coordinator Job Description
Board Approved: PENDING

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Education:

- A valid, current, and appropriate California state Mild/Moderate Education Specialist credential for teaching staff. A copy of teaching credential to be provided and kept current.

Experience:

- Two years of successful teaching experience in special education preferred

Other Qualifications:

- As a public school, Sage Oak is required to follow regulations from the CDPH which may include required masking, testing, and, if mandated by the State, COVID-19 vaccinations. Requirements are subject to change based on current legislative, CDPH, and Ca/OSHA updates.
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- Hold and maintain a valid California Driver's License, proof of automobile insurance, and full time use of a dependable automobile that is insured pursuant to California regulations.

Knowledge:

- Strong content and subject-matter knowledge
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software
- Standardized assessment tools for determining special education eligibility

Acquired Skills:

- Strong written and verbal communication
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Abilities:

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- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 200 miles in a day

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

Employee Acknowledgement:

Employee Signature

Printed Name

Date

*Special Education Assessment Coordinator Job Description
Board Approved: PENDING*



2022/23 Employee Handbook

*Board Approval **PENDING AUGUST 2022***

*Sage Oak Charter Schools
1473 Ford Street, Suite 105
Redlands, CA 92373*

The Employee Handbook may not be changed in any way without express written approval from the Board of Directors.

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Welcome

We are glad to have you on our team! You have joined an organization that focuses on the execution of high quality personalized learning models that allow a flexible environment using innovative delivery methods and technology to create empowered, life-long learners. As an organization we seek to hire and retain high caliber individuals to meet our vision of extraordinary education.

We truly value our employees and have developed this Employee Handbook (handbook) to assist you with understanding our policies, procedures, and performance expectations. Keep in mind that it is the employee who is responsible for reading and understanding the handbook as well as any posted revisions; however, if anything is unclear to you, please discuss the matter with your supervisor or a member of human resources (HR).

As a team member we want you to have a long and successful career with us - where you can make an impact on student education. We sincerely hope that you will find your employment here to be one of enrichment, collaboration, and an overall professionally rewarding experience.

Best wishes for a wonderful school year!

The Sage Oak Leadership Team

Right to Revise

This handbook is the employee's guide to understanding the provisions of their employment with Sage Oak Charter Schools ("School"). Please be advised that written employment agreements between the School and individuals may replace some policies/procedures in this handbook. This handbook supersedes any and all prior published handbooks and any policy, memoranda, or benefits statements that are contrary to the policies that are outlined here.

The School reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. Any such changes must be in writing and must be signed by the superintendent of schools or designee.

Any written changes to this handbook will be distributed to all employees, so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the policies and procedures applicable to employees of the School. Employees are expected to abide by all policies in this handbook. Nothing in this handbook or in any other personnel documents creates or is intended to create a promise or representation of continued employment for any employee. Nothing in this at-will statement is intended to interfere with an employee's rights to communicate or work with others toward altering the terms and conditions of their employment.

At-Will Employment Status

School personnel are employed on an at-will basis. Employment at-will means that the employment relationship may be terminated, with or without cause and with or without advance notice at any time by the employee or the School. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of the School has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the School has the authority to make any such agreement, which is binding only if it is in writing and approved by the Board of Directors.

Though many items surrounding employment may be changed or updated (such as the eligibility of benefits, promotion, or leaves) the status as an at-will employee does not change — the employment relationship may be terminated with or without cause and with or without advance notice, at any time by the employee or the School.

Section I: Nondiscrimination Policies

A. Equal Employment Opportunity

The School is an equal opportunity employer and makes employment decisions on the basis of merit. The School continually strives to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation and compensation, and discipline/dismissal practices annually. Selections for employment focus on the candidates whose training and experience most closely align with the position requirements, and fit with the School's mission, vision, and values. School policy prohibits unlawful discrimination 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), 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. It 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.

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship. The School's management is responsible for adherence to this policy; however, in the final analysis, attainment of this goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of everyone.

The 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 School does not discriminate in the educational program or any activities which it operates, including employment in such programs and activities.

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

for Nondiscrimination in Employment:

Yvette Quillopo

Senior Administrator, Employee Relations

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 Title IX coordinator, or the superintendent of schools, or any person they feel comfortable going to who shall advise the employee or applicant about the 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 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 Title IX coordinator listed above or human resources (HR).

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 supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action up to and including dismissal.

B. Disability Accommodation

To comply with the Americans with Disabilities Act and all applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job as outlined in the applicable job description should contact the HR department and discuss the need for an accommodation. The School will engage in an interactive process with the employee to identify possible accommodations, if any, which will help the applicant or employee perform the job. If the accommodation is reasonable and will not impose an undue hardship, the School will work to make the accommodation.

C. Anti-Harassment

The School is committed to providing a work environment free of harassment, discrimination, retaliation and abusive conduct as that term may be defined by statute or regulation then in effect at the time of the conduct. School policy prohibits conduct that is disrespectful, unprofessional as well as 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), 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. It 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. All such conduct violates school policy.

The School's anti-harassment policy applies to all persons involved in the operation of the School and prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors and managers, as well as vendors, community providers, customers, independent contractors, and any other persons. It also prohibits harassment, disrespectful or unprofessional conduct 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.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited to, the following behavior:

- 1) Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- 2) Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- 3) Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- 4) Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- 5) Retaliation for reporting or threatening to report harassment; and
- 6) Communication via electronic media of any type that includes any conduct that is

prohibited by state and/or federal law, or by the School policy.

Harassment 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, yet taking no action to end it, is also subject to disciplinary action.

It is the policy of the School that no one will be retaliated against for making a good faith complaint of harassment or for cooperating in the investigation of a complaint.

An employee who believes they have been harassed, discriminated against or retaliated against may initiate the reporting process by contacting their supervisor, or, if appropriate, the next level of management (see Reporting procedure, which follows), any team member they feel most comfortable reporting to, or the HR department. All discrimination, harassment and retaliation complaints will be promptly investigated and will be treated confidentially to the extent possible, and appropriate action taken where warranted.

1) Sexual Harassment

The School is committed to providing a work environment that is free from sexual harassment and retaliation. Under no circumstances will sexual harassment be tolerated. The School has an affirmative duty to take reasonable steps to prevent and correct discrimination and harassment.

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- 1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
- 2) Submission to, or rejection of, the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
- 3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- 4) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the local agency.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

- 1) The main administration offices of the local agency.
- 2) Properties controlled or owned by the local agency.
- 3) Off-campus, if such activity is sponsored by the local agency, or is conducted by organizations sponsored by or under the jurisdiction of the local agency.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of their gender can amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

Sexual harassment has no place in the work environment and is prohibited by the School. Specifically, it must in no way be exercised for purposes of an intimidating effect on employment decisions such as promotion, dismissal, hiring, training, wage and salary increases, transfer, or any other matter that affects the ability of an employee to perform job duties.

Any employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment or retaliates against another individual is in violation of this policy and subject to disciplinary action up to and including dismissal.

Supervisors and managers are to ensure that no such intimidation or harmful atmosphere of unwelcome sexual overtones exist in their workplaces. Every effort should be made to sensitize themselves and their employees to the differences between purely social overtones and those intended to affect working conditions. Also, employees are responsible for respecting the rights of their co-workers. Supervisors, co-workers, and third parties are prohibited from engaging in unlawful behavior under the Fair Employment and Housing Act or any other applicable law. Please see the list of protected categories as stated in the Equal Employment Opportunity and Anti-Harassment sections of the handbook.

2) Reporting

Any employee who feels they have been harassed or retaliated against, or has knowledge of any incident of harassment or retaliation on any protected basis shall immediately report such incidents to their immediate supervisor, HR representative, the superintendent of schools, or the Title IX Coordinator and Coordinator for Nondiscrimination in Employment, whomever they feel most comfortable with. Employees are entitled to report harassment to someone other than their direct supervisor. Supervisors are required to report all complaints to HR. If the supervisor is the harasser or has not responded to the complaint, or if not an employee, then the complainant should report the incident to any administrator without fear of reprisal. Employees may also report instances of sexual harassment through the School's Uniform Complaint Procedure without fear of reprisal. The School encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that their behavior is unwelcome and request that it be discontinued.

The School recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential to the extent possible, although it is understood that an investigation may require the involvement of third parties. The School is serious about enforcing its policy against harassment, discrimination and retaliation. However, the School cannot resolve a harassment, discrimination or retaliation problem that it does not know about. Therefore, employees are responsible for bringing any such problems to the School's attention so it can take the necessary steps to correct the problem.

3) Investigation/Complaint Procedure

All complaints of harassment, including sexual harassment, discrimination or retaliation may be addressed through the School's Uniform Complaint Procedures. A complaint will be followed by prompt and thorough investigation conducted by an impartial and qualified individual. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense.

Complaints will be documented and the School will designate a qualified individual to track the complaint process.

a. Informal Procedure

If for any reason an individual does not wish to address the offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate supervisor and/or the HR department who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the HR designated representatives, and such discussion is encouraged. An individual reporting harassment,

discrimination or retaliation should be aware, though, that the School may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

b. Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their supervisor or the HR department. The School encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly and thoroughly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the School believes appropriate under the circumstances.

4) Retaliation

Employees will not be retaliated against for complaining or participating in an investigation. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

5) Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. The School will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies should talk with their supervisor or the HR department. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or

discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of the School prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

None of the procedures listed are intended to preclude an employee from pursuing claims of discrimination and/or harassment in any other forum available to the employee, including making reports of discrimination, harassment, and/or retaliation to the Department of Fair Employment and Housing and the U.S. Equal Employment Opportunity Commission.

D. Diversity

The School is committed to fostering, cultivating and preserving a culture of diversity and inclusion.

Our staff is the most valuable asset we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only the School's culture, but its reputation and achievement as well.

We embrace and encourage our employees' differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our employees unique.

The School's diversity initiatives are applicable—but not limited—to our practices and policies on recruitment and selection; compensation and benefits; professional development and training; promotions; terminations; and the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

- Respectful communication and cooperation between all employees
- Teamwork and employee participation, permitting the representation of all groups and employee perspectives
- Work/life balance through flexible work schedules to accommodate employees' varying needs
- Employer and employee contributions to the communities we serve to promote a greater understanding and respect for diversity

All employees of the School have a responsibility to treat others with dignity and respect at all times. All employees are expected to exhibit conduct that reflects inclusion during

work, at work functions on or off the work site, and at all other school-sponsored and participative events.

Employees who believe they have been subjected to any kind of discrimination that conflicts with the School's diversity policy and initiatives should seek assistance from an HR representative.

Any employee found to have exhibited any inappropriate conduct or behavior against others may be subject to disciplinary action up to termination.

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Section II: Employment Requirements

A. Child Abuse and Neglect Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. School employees are mandated reporters and are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Call to report child abuse and neglect immediately by phone to a child protective agency, such as the local Department of Family and Children's Services (DFCS), or local law enforcement. If there is a life-threatening emergency to a child however, call 9-1-1. The phone call made to the respective agency is to be followed by a written report within 36 hours of receiving the information concerning the incident. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." Child abuse can take the following several forms:

- 1) Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse.
- 2) Neglect: Neglect occurs when a child's custodian has failed to provide adequate "food, clothing, shelter, medical care, or supervision" that may or may not have resulted in any physical injury.

- 3) Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that results in a traumatic condition.
- 4) Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any “person willfully causes or permits any child to suffer unjustifiable pain or mental suffering” or when any person endangers a child’s health.

1) Employee Acknowledgement & Training

All employees, prior to commencing employment, are required to acknowledge the provisions of Penal Code Section 11166 regarding mandated reporting and will comply with those provisions as outlined in the employment agreement. All employees will also be subject to annual training as required by law.

2) Confidentiality

A mandated reporter is required to give their name. The identity of all persons who report shall be confidential. Violation of statutory confidentiality is a misdemeanor. The agency may reveal the names of reporting parties only to other investigative agencies as specified by law. No person required to report abuse will bear criminal liability for reporting. No supervisor or administrator may impede or prohibit reporting.

3) Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment/fine. Any person who fails to report an instance of child abuse or neglect as required by the Child Abuse and Neglect Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months in jail or \$1,000 or both.

B. Employee Access to Confidential Information

Each employee is responsible for safeguarding confidential information obtained during employment. In the course of the employee’s work, the employee may have access to confidential information regarding students, parents, suppliers, other customers, or perhaps even fellow employees without consent from that individual. The employee has the responsibility of preventing the revealing or divulging of any such information unless it is necessary for the employee to do so in the performance of their duties and in accordance with law. Access to confidential information should be on a "need-to-know" basis and must be authorized by the superintendent of schools or designee. Any breach of this policy will not be tolerated and will lead to disciplinary action and possible legal action.

Please note the release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. Confidentiality of student information is a requirement of the law and great care must be taken to ensure it is protected. No student

information will be released without the specific authorization of the superintendent of schools or designee. Employee information may be released as part of a Public Records Act request, for the purpose of employment verification with prior written approval by the employee, or as required by law.

C. Student Data/FERPA

All information contained in a student's records, including information contained in an electronic database, is confidential and maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). These records are the property of the School, whose responsibility it is to secure the information against loss, defacement, tampering or use by unauthorized persons. Staff is prohibited from discussing students' academic or personal information outside the scope of performing the duties of one's position. No student's files are to be taken off premises unless granted written permission by the superintendent of schools or designee. Only teachers, administrative, and office personnel are permitted to review student's files. When a file is requested from the School office, it must be signed out and returned the same day. Files may not be copied without express authorization from the superintendent of schools.

Employees may not remove any materials from any student's file. Employees who access student files are responsible to secure their contents and maintain confidentiality.

D. Conflict of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflict of interest. Such a conflict occurs when an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of the School's business dealings.

1) Personal Financial Interest

All such persons shall be neither personally nor financially interested in any contract made by them or by the school that employs them. For purposes of this policy,

- 1) "Personally interested" shall mean any situation where private and/or personal interests conflict with official duties and shall include non-economic interests such as familial relationships.
- 2) "Financially interested" shall mean any contract with an individual, entity, or company in which any such person related by blood, marriage or civil partner, any other person with a close personal relationship to any such person who has an ownership interest, an investment interest, or a familial interest, and encompasses any situation where any such person's official judgment may be influenced by personal consideration or expectation of financial gain or any compensation or consideration of any kind other than that officially provided to any such person by

the School.

2) Statement of Economic Interest (Form 700)

Board members and staff who make or influence governmental decisions or financial decisions of the organization are designated in the Conflict of Interest Code adopted by the Board. These individuals must complete and file a Statement of Economic Interest, Form 700. The Form 700 ensures transparency and accountability in alignment with the Political Reform Act.

It is the policy of this School that elected or appointed school governance body members, school administrative officers, and school employees shall not place themselves in any position where their private or personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence.

3) Personal Relationship

Personal or romantic involvement with a competitor, supplier or employee of the School may create an actual or potential conflict of interest. Management-subordinate romantic or personal relationships can lead to issues such as claims of discrimination or favoritism, issues with performance evaluation, possible claims of sexual harassment, and morale issues. It is the responsibility of the employees involved in romantic or personal relationships with subordinates, or other personal or romantic relationships that give rise to a conflict of interest, to disclose and discuss all relevant circumstances with the supervisor or HR and possibly request a change in assignment to avoid potential problems as appropriate. Failure to disclose such circumstances may cause the School to impose disciplinary action. Moreover, any romantic or personal relationships between employees must not harm the work environment in any way. Regardless of an employee's relationship with another employee outside of work, employees are expected to remain professional at all times during work hours. The School will not discriminate on the basis of marital or relationship status, except that the School may reasonably regulate the working of spouses or relatives in the same department, division, or facility for reasons of supervision, safety, security, or morale in accordance with applicable law.

No "presumption of guilt" is created by the mere existence of a professional or personal relationship with outside firms; however, if such employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that such be disclosed so that safeguards can be established to protect all parties.

E. Anti-Nepotism Policy

The School recognizes there may be situations in which spouses or other relatives may be employed by the School at the same time. The School permits the employment of qualified family members, domestic partners, significant others and/or similar personal

relationships of employees as long as such employment does not create a conflict of interest. Relationships by family, marriage, domestic partnership and/or similar personal relationship shall constitute neither an advantage nor a disadvantage to selection, promotion, salary, or other conditions of employment. The School may consider a member of an employee's immediate family for employment if the applicant possesses the qualifications for employment for the position.

The School does not prohibit the employment of relatives in the same department. However, the School does prohibit any preferential treatment toward spouses or relatives or an improper influence impacting a spouse's or relative's terms or conditions of employment. The School recognizes that at times, employees and their family members, domestic partners, significant others and/or personal relationships may be assigned to positions that create a coworker or supervisor-subordinate relationship. The School will, in its discretion, exercise sound judgment with respect to the placement of employees in these situations in order to avoid the creation or appearance of a conflict of interest, avoid favoritism or the appearance of favoritism, and decrease the likelihood of harassment in the workplace.

Employees should neither initiate nor participate, directly or indirectly, in employment actions (initial employment or appointment, retention, evaluation, promotions, salary, work assignments, leave of absence, etc.) involving family members, domestic partners, significant others and/or similar personal relationships.

The School will make reasonable efforts to assign job duties to minimize the potential for creating conflicts of interest. Notwithstanding the above, the School retains the right where such placement has the potential for creating conflicts of interest, to refuse to place immediate family members in the same department. The School retains the right to reassign or transfer any person to eliminate the potential for creating conflicts of interest.

Any potential preferential treatment or improper influence should be reported immediately to HR.

F. Employment Eligibility Verification Document

The School will only employ individuals who are authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

All newly hired employees must complete, as a condition of employment, the Employment Eligibility Verification Form I-9 and provide documentation establishing identity and proof of work eligibility and identification at time of hire, but no later than three (3) days of hire. If the employee is unable to produce the required documentation or a receipt/letter requesting appropriate documentation within three days, the employee will be dismissed from employment. If, after 90 days of hire, the employee has not submitted the original documents to replace the receipt/letter or, in the meantime, some other

acceptable document(s), the employee will be dismissed from employment.

Former employees who are rehired must also complete the form if they have not completed an I-9 for the School within the past three years or if their previous I-9 is no longer retained or valid.

G. Fingerprinting

Each employee will be fingerprinted in conformance with legal requirements and as a condition of employment. Fingerprints are submitted to the appropriate State and Federal agencies for screening to assure that no employee has been convicted of a crime that would preclude employment by the School.

H. Criminal Background Checks

As a condition of their employment, all employees are required to submit to a criminal history review through the Department of Justice. The criminal history review shall include a fingerprint check and simultaneous DOJ check. The School follows the guidelines of the California Fair Chance Act, and will conduct an individualized assessment on all background check results. The School will make hiring determinations based on California law. Certain types of criminal background findings may prevent the employer from hiring the candidate or continuing employment with a current employee. The School will factor in the nature and gravity of the crime, when the crime occurred, rehabilitation and the nature of the position all in accordance with applicable law. All results will be discussed with the applicant and/or employee before making a hiring or dismissal decision. No person employed or otherwise associated with the School, including members of the Board of Directors, who have been convicted of or have pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

I. Employment Application/Data

The School relies upon the accuracy of the information presented during the application process, as well as the accuracy of other data presented throughout the hiring process and employment relationship. As such, any omission or misstatement of material fact in any of this information may result in the School excluding the individual from further consideration for employment or, if already hired, termination of employment.

J. Employment Verifications

The School will only respond to employment verification inquiries that are received in writing. All such inquiries, whether for current or former employees, must be directed to HR. Generally, responses will be limited to information concerning wages, employment

dates, positions held, and eligibility for rehire. Release of any additional information will require an authorization in writing from the employee. A supervisor or manager should be given several days advance notice for requests for a letter of recommendation. Such letters must be approved by HR to ensure the accuracy and appropriateness of the information being released.

K. Certification and Licensing

Teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (“Certificated Employee”). In addition, teachers serving an English Language Learner must possess the proper EL authorization. Please contact the HR department for further information.

It is the responsibility of each certificated employee to ensure that credentials and permits are renewed in a timely manner and remain current. The School highly encourages all certificated staff to keep their contact information current with the Commission on Teacher Credentialing in order to receive pertinent notifications. Upon renewal, proof is to be submitted to the HR department to be copied and filed in the employee's personnel file.

L. Mandatory Tuberculosis Testing

In order to ensure the health and safety of all students and staff of the School, all newly hired employees must submit proof of a negative tuberculosis (TB) Risk Assessment or TB test by a licensed healthcare provider that has been administered within sixty (60) days prior to hire. A TB test may include an intradermal skin test or an X-ray of the lungs. An individual hired from another California School may request their prior school provide proof of the individual’s TB Risk Assessment or TB test. TB Risk Assessments and TB tests are considered expired after four (4) years from the date they are administered and a proof of a new assessment or test must be submitted to HR in order to continue in employment. Pregnant employees are exempt from providing proof of a TB test for at least sixty (60) days from the end of their pregnancy.

The School will reimburse the cost of the tuberculosis risk assessment and/or the test for all current employees with proof of receipt.

[See also Board Policy 4025]

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Section III: Standards of Conduct

The School expects all employees to comply with School rules, policies, and regulations as set forth in this handbook. Any employee who fails to do so will be subject to whatever disciplinary action the School, in its sole discretion, deems appropriate under the circumstances. Such disciplinary action may include, but is not limited to, oral and written warnings, mandatory training, or termination of employment. Any employee's receipt of, participation in or completion of School-required disciplinary action shall not, under any circumstances, limit or alter the School's at-will employment policy, which allows either the School or the employee to terminate the employment relationship at any time, with or without notice, and with or without cause.

A. Freedom from Violence

The School expressly prohibits any acts or threats of violence by any School employee or former employee against any other individual. The School will also not condone any acts or threats of violence against school employees, students or affiliates while engaged in business with or on behalf of the School.

To ensure that the School's objective in this regard is attained, it is the commitment of the School:

- 1) To provide a safe and healthful work environment, in accordance with the School's safety and health policy.
- 2) To take prompt remedial action up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.
- 3) To take appropriate action when dealing with customers, former employees, or visitors to school functions who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law.
- 4) To prohibit employees, former employees, students, and visitors from bringing unauthorized firearms or other weapons to school, work and non-work related gatherings, meetings and functions.
- 5) To establish viable security measures to ensure that school meetings and gatherings are safe and secure to the extent possible and to properly handle access to school facilities by the public, off-duty employees, and former employees.

The School will not tolerate any type of workplace violence committed by or against its employees. Employees who violate this policy will be subject to disciplinary action, up to and including discharge. Prohibited conduct includes, but is not limited to:

- 1) Causing physical injury to another person.

- 2) Making threatening remarks.
- 3) Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another person to emotional distress.
- 4) Possession or threat of using a weapon on the premises and/or at work related events, meetings and gatherings.

Employees who display a tendency to engage in violent, abusive, or threatening behavior, as determined by the School, in its sole discretion, may be referred for counseling or other appropriate treatment.

In furtherance of this policy, employees have a “duty to warn” their supervisors or a HR representative of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, customers, or visitors and that appear problematic. The welfare of all employees depends upon the alertness and sensitivity of every individual to potential security risks. Employee reports made pursuant to this policy will be held in confidence to the extent possible. The School will not condone any form of retaliation against any employee for making a report under this policy.

The School has developed guidelines to help maintain a secure workplace.

- 1) Every employee is directed to report any suspicious persons or activities to the superintendent of schools or designee:
 - a) Such as persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas.
 - b) Persons who make threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, threatening or offensive comments or remarks, and the like.
- 2) Employees should immediately notify the superintendent of schools or designee when other employees or outsiders express anger and make threats against the School or behave in a manner suggesting the possibility of violent activity.
- 3) Finally, those working in the School’s office must also ensure that doors are locked and alarms are activated when applicable.

B. Prohibited Conduct

Employees are expected to conduct themselves in a manner to further the School's objectives.

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and School operations may also be prohibited and will result in disciplinary action up to and including termination.

- 1) Falsifying employment records, employment information, or other School records;
- 2) Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
- 3) Falsifying any time card - Recording the work time of another employee or allowing any other employee to record another employee's work time, either one's own or another employee's;
- 4) Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer;
- 5) Removing or borrowing School property without prior authorization;
- 6) Unauthorized use or misuse of School equipment, time, materials, or facilities;
- 7) Provoking a fight or fighting during working hours or on School property;
- 8) Participating in horseplay or practical jokes on School time or on School premises;
- 9) Carrying firearms or any other dangerous weapons on School premises at any time;
- 10) Engaging in criminal conduct whether or not related to job performance;
- 11) Causing, creating, or participating in a disruption of any kind during working hours on School property;
- 12) Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a colleague;
- 13) Using abusive, threatening or intimidating language at any time on School premises;
- 14) Initiating or participating in gossip or slander of other employees, parents, or students;
- 15) Failing to notify a supervisor when unable to report to work;
- 16) Unreported absence of three (3) days;
- 17) Failing to obtain permission to leave work for any reason during normal working hours;
- 18) Failing to observe working schedules, including rest breaks and meal periods;
- 19) Failing to provide a physician's certificate when requested or required to do so;
- 20) Sleeping or malingering on the job;
- 21) Making or accepting personal phone calls, text or email messages during working hours to the extent that it interferes with the performance expectations of the assignment, except in cases of emergency or extreme circumstances;
- 22) Working overtime without authorization or refusing to work assigned overtime;
- 23) Violation of dress standards;
- 24) Violating any safety, health, security or School policy, rule, procedure or violation of the School's drug and alcohol policy;
- 25) Committing a fraudulent act or a breach of trust under any circumstances;
- 26) Committing or involvement in any act of unlawful harassment of another individual;
- 27) Failing to promptly report work-related injury or illness;

- 28) Any other action or behavior, which could harm the School's, parents', or students' interest.

This statement of prohibited conduct does not alter the School's policy of at-will employment. Either the employee or the School remains free to terminate the employment relationship at any time, with or without reason or advance notice.

C. Physical Contact with Students and Other Staff Members

It is the policy of the School that no staff member will use corporal punishment against a student. This prohibition includes: spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior. While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that the individual not be touched, then that request must be honored without question.

The following forms of contact are never appropriate:

- 1) Sexually motivated physical conduct or touching
- 2) Angry or violently motivated touching
- 3) Inappropriate or lengthy embraces
- 4) Kissing of any kind
- 5) Corporal punishment
- 6) Sitting student on one's lap
- 7) Touching buttocks, chests or genital areas
- 8) Pushing a person or another person's body part
- 9) Showing affection in isolated areas
- 10) Wrestling with students or other staff members
- 11) Bench-pressing another person
- 12) Tickling
- 13) Piggyback rides
- 14) Massages
- 15) Any form of unwanted affection
- 16) Any form of sexual contact
- 17) Poking fingers at another person that results in an offensive contact
- 18) Having a student in an employee's vehicle or transporting a student
- 19) Intentionally being alone with a student
- 20) Any touching that would lead a responsible person to suspect inappropriate behavior.

For additional examples of unacceptable and acceptable Staff/Student Behaviors, see the

School's Professional Boundaries Policy (SO-4045) and the Corporal Punishment Policy (SO-4040).

This policy does not prevent appropriate forms of touching a student, including for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another.

Restraining a child who is trying to engage in violent or inappropriate behavior may be permitted. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited. Violation of this policy could subject the teacher or staff member to discipline to include termination for cause. Additionally, the victim may choose to bring civil or criminal charges against the violator.

When interacting with younger children or children with a disability, an appropriate physical touch may sometimes be necessary. A touch for the purpose of redirecting or refocusing, assisting with physical care (i.e. cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances.

It is impossible to define each and every instance when touching is inappropriate. Employees must use professional judgment and discretion related to physical touch.

D. Off-duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School's or their own integrity, reputation or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their job may result in disciplinary action and/or dismissal as allowed by law.

E. Drug, Alcohol, and Tobacco Free Workplace and Awareness Program

The School will comply with all federal and state regulations regarding drug and alcohol use while employees are on the job. This policy covers all School employees and violation of the School's policy related to drug use is grounds for immediate termination. The School is concerned about the use of alcohol, illegal drugs and controlled substances as it affects the workplace, the School community and students. Though marijuana is

legal in many California cities, it is still considered an illegal substance under Federal law and therefore considered an illegal substance for this policy. Use of these substances whether on or off the job can adversely affect an employee's work performance, efficiency, safety, and health and therefore seriously impair the employee's value to the School and its students. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and students and exposes the School to the risks of property loss or damage or injury to other persons. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace.

Conduct against this policy includes, but is not limited to, the following:

- 1) Driving a School vehicle, or a vehicle designated for school business, while under the influence of alcohol or an illegal or controlled substance;
- 2) Selling or purchasing an illegal or controlled substance, including while on the job, on school property, or in the presence of students;
- 3) Possessing or using alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students,
- 4) Under the influence of alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students.

In the case of a job related injury, the School may require the employees involved to submit to drug/alcohol testing along with any medical treatment provided to the employee.

The School will provide information to employees about:

- 1) The dangers of drug abuse in the workplace;
- 2) The policy of maintaining a drug-free workplace;
- 3) Any available drug counseling, rehabilitation, and assistance programs; and
- 4) The penalties that the School may impose upon them for drug abuse violations occurring in the workplace.

Violation of these rules and standards of conduct will not be tolerated and may result in disciplinary action, up to and including termination of employment. The School may also bring the matter to the attention of appropriate law enforcement authorities. The School may terminate an employee who is convicted of a controlled substance offense to the extent allowed by law. Alternatively, the School may, as required or allowed in accordance with applicable law, require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for these purposes by a Federal, State or local health, law enforcement, or other appropriate agency.

As a condition of employment, employees are required to notify the School in writing of any conviction for a violation of a criminal drug statute. Such notification must be made no more than five (5) calendar days after the conviction. The School may, as required by

applicable law, notify federal or state agencies of any applicable employee convictions if such a report is required by law.

The School will provide a reasonable accommodation to an employee who voluntarily requests an accommodation or leave of absence to voluntarily participate in a drug or alcohol rehabilitation program. Please note that the request must be made before the employer learns of a violation of the Drug, Alcohol, Tobacco-Free Workplace policy. Any employee who participates in a rehabilitation program would still be responsible for following all other School policies. Employees returning from a voluntary rehabilitation program will be required to comply with a return-to-work agreement addressing the terms and conditions of continued employment.

The School is a tobacco free workplace. No tobacco products are to be used in the workplace or at work functions. This includes all VAPE and e-cigarette products. Additionally, employees are required to adhere to any building and site policies regarding designated areas for smoking.

In order to enforce this policy, the School reserves the right to conduct legal searches of school property and to implement other measures, which are in accordance with law and necessary to deter and detect violation of this policy. As a condition of employment, the employee agrees to abide by the terms of this policy.

The School will abide by all relevant laws, including laws regarding employee disability and reasonable accommodations in implementing this policy.

G. Punctuality and Attendance

Employee punctuality and consistent attendance contributes to the positive operations of the School. As such, attendance and punctuality are performance expectations and are measured on the overall job performance. Employee tardiness or chronic absenteeism causes unnecessary problems for students and fellow employees. While an employee is absent, other employees may be burdened with performing additional duties in order to maintain operations. Further, employees are expected to report to the workplace and be prepared to begin work at their scheduled reporting times. To avoid conflict with the daily operations of the School, employees should schedule personal affairs outside of regular working hours.

If an employee is unable to report for work on any particular day, they must call their supervisor or HR at least one hour before the time they were scheduled to begin working on that day in order to obtain pre-approval for the absence. An employee may be excused from this one hour notice requirement if extenuating circumstances prevented them from contacting the supervisor. In all cases of absence or tardiness, employees must provide

the School with an honest reason or explanation.

Employees must inform HR or designee of the expected duration of any absence. Excessive absences, lateness or failure to give the supervisor advance notice for absence or lateness can result in disciplinary action or dismissal from employment. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated.

If the employee fails to report for work without any notification to their supervisor or to HR, and the absence continues for a period of three days, the School will consider it a voluntary resignation unless a written medical excuse is provided by a physician to confirm that the employee has not abandoned their employment.

Employees with emergencies or situations that do not allow them to do their job, must inform their supervisor or HR within 24 hours. Failure to return phone calls or emails within 24 hours during workdays requires an explanation to the employee's supervisor. Failure to inform a supervisor of an expected absence, failure to return phone calls or emails for three (3) work days without notice, and missing required deadlines or meetings constitutes abandonment of employment.

Please refer to the policies related to leaves of absence and paid sick days in the handbook for more information.

H. Professionalism

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by their interactions with employees. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Employees are encouraged to help make a good impression of the School by:

- 1) Communicating regularly.
- 2) Acting competently and dealing with others in a courteous and respectful manner.
- 3) Communicating pleasantly and respectfully with others at all times.
- 4) Following up on requests and questions promptly, providing professional replies to inquiries and requests.
- 5) Responding to email and voicemail within 24 business hours, or within a reasonable period of time depending on the assignment (employees should discuss this with their supervisor).
- 6) Taking pride in performing duties in an exceptional manner.

Employees may not bring their own children to school events (learning period meetings, assessments, school meetings, etc.) unless they are a student participant in the events or it is a general school event open to all students or employee families. The superintendent of schools or designee may grant an exception.

I. Dress Code

Each employee is a representative of the School in the eyes of the public. Therefore, each employee must report to work properly groomed and dressed in professional attire in a manner consistent with the nature of the work performed. Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

Violation of the dress code is determined by the superintendent of schools or designee. The superintendent of schools or designee may issue more specific dress code guidelines at any time, which shall be in accordance with law. The standards of grooming and hygiene outlined below set the minimum requirements to which all employees, contract workers, and temporary staff are required to adhere.

Employee dress is described as business casual, which includes:

- Slacks, dockers and other office style pants,
- Skirts and dresses to or below the knee,
- Button down shirts, blouses, and sweaters.
- All clothes are to appear clean, pressed and without stains or holes.

Inappropriate attire:

- Spaghetti straps or strapless tops,
- Overly baggy or tight so as to be revealing,
- Plunging necklines, midriff revealing tops, or any clothing that is exposes the employee inappropriately,
- Clothing with offensive words or pictures,
- Any clothing that is overly casual (shorts, tank tops, athletic wear), appears dirty, wrinkled, or has stains or holes.

Overall grooming – Grooming standards for everyone includes the appearance of care and proper hygiene. Hair, makeup, and jewelry may not interfere with an employee's ability to perform the job duties or pose a safety issue. Facial piercings should be removed and tattoos should be covered during work hours. Excessive piercings or offensive tattoos may prohibit an individual from being considered for a customer facing assignment. The School reserves the right to ask any employee to cover inappropriate tattoos or remove any piercings that are not reflective of the school culture.

Exceptions – The School recognizes some events as acceptable for casual dress. The majority of the same dress and grooming standards apply, however employees may wear jeans, seasonally appropriate clothing, and more casual shoes.

Requests for an exception to the dress code policy for religious beliefs or practices must be addressed to an HR representative. Each request will be evaluated on a case-by-case basis.

Supervisors are expected to inform employees when they are violating the dress code. Employees in violation are expected to immediately correct the issue. This may include having to leave work to change clothes. Repeated violations or violations that have major repercussions may result in disciplinary action being taken up to and including termination.

J. Gifts to Employees

It is the policy of the School that no employee may accept any gift from an outside party, client, contractor, vendor, community provider, business associate, parent or student that is of such nature that it could affect their impartiality with regard to decisions or actions affecting school operations. Gifts with a value of less than \$50 are excluded from this policy.

K. Fee and Cash Collection

No staff member, other than specifically authorized individuals, is permitted to accept cash and/or checks. All school events, for which money is collected, must be approved by the superintendent of schools or designee who will supervise the collection of all fees and will be responsible for managing the receipts. Cash and/or checks should not be stored or locked in staff offices or desks. All financial transactions should be coordinated with the superintendent of schools or designee. Employees must obtain approval from the superintendent of schools prior to soliciting staff for donations or financial support for any outside event/activity.

L. Building Security

Building security is the responsibility of all staff. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that the office is secure; for example, all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all the appliances and lights are turned off with the exception of the lights normally left on for security purposes. Employees are not allowed on properties or leased facilities after hours without prior authorization from the Superintendent or designee. All employees who are issued keys to the office are responsible for their safekeeping and will

sign for receipt of such key.

Initial_____

Section IV: Personnel Policies and Procedures

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation, compensation, and discipline/dismissal practices annually.

A. New Employee Orientation

Orientation is a formal welcoming process that is designed to make the new employee feel comfortable, informed about the School, and prepared for their position. New employee orientation, includes an explanation of the core values, vision, mission, goals, and objectives of the School. In addition, the new employee will be given an overview of benefits and complete any necessary paperwork through the HR department.

B. Employee Status

Employees may include exempt, nonexempt, regular full-time, regular part-time, and seasonal persons employed with the School who are subject to the control and direction of the School in the performance of their duties.

- Exempt: Employees whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and who are exempt from overtime pay requirements.
- Nonexempt: Employees whose positions do not meet FLSA criteria and who are paid one and one-half their regular rate of pay for hours worked in excess of 40 hours per week. Nonexempt employees are also subject to meal period and rest break regulations.
- Regular full-time: Employees who are regularly scheduled to work 30 or more hours per week. Generally, full time employees are eligible for the School benefit package, subject to the terms, conditions, and limitations of each benefit program. Full-time status will be evaluated on a monthly basis.
 - A Personalized Learning Teacher (“PLT”) with a roster of a minimum of 28 students is considered full time. The PLT is generally expected to work an average of 1.25 hours per week per student assigned (75 minutes). A full time PLT is expected to work at least seven (7) hours per day, for 190 work days, for a minimum of 1,330 hours per year.
 - A Personalized Learning Teacher+ (“PLT+”) with a roster of a minimum of 24 students is considered full time. The PLT+ is generally expected to

work an average of 1.25 hours per week per student assigned (75 minutes) plus an additional ten (10) hours per week for prep, teaching and grading. A full time PLT+ is expected to work at least eight (8) hours per day, for 190 work days, for a minimum of 1,520 hours per year.

- A K-3rd Virtual Learning Teacher with a roster of a minimum of 24 students is considered full time. A full time K-3rd Virtual Learning Teacher is expected to work at least eight (8) hours per day, for 190 work days, for a minimum of 1,520 hours per year.
- A 4th-8th Virtual Learning Teacher with a roster of a minimum of 28 students is considered full time. A full time 4th-8th Virtual Learning Teacher is expected to work at least eight (8) hours per day, for 190 work days, for a minimum of 1,520 hours per year.
- Education Advisors (“EA”) salary is based on 20 students and considered 40 hours a week. To be eligible for benefits, an EA is expected to work 1.5 hours per week per student assigned (90 minutes) plus an additional ten (10) hours per week for prep, teaching and grading. Based upon the EA salary and job description, a full time EA is expected to work eight (8) hours per day, for 190 work days, for a minimum of 1,520 hours per year.

Employee Status	Exempt Certificated and Classified	Non-Exempt Classified	Personalized Learning Teacher -and- 4th-8th Virtual Learning Teacher	Personalized Learning Teacher+ -and- K-3rd Virtual Learning Teacher	Education Advisor
	<i>FTE</i>	<i>Hours per Week</i>	<i>Student Caseload per Month</i>		
Regular Full Time	.75+ FTE	30+ hours	21+ students	18+ students	15+ students
Regular Part Time	.50 - .74 FTE	20-29 hours	14-20 students	12-17 students	10-14 students
Non-Regular	.49 FTE or less	19 hours or less	13 or less students	11 or less students	9 or less students

Student Count

Employees serving students may indicate their desired student count with the School as a request, however, the needs of the School will determine the number of students assigned.

C. Job Duties

The assigned supervisor will clarify the job duties and the expectations for behavior and job performance. The employee’s job responsibilities and tasks are subject to change and update during employment as stated in the at-will employment agreement and job description. On occasion, the employee may be asked to work on projects, or to help with

other work necessary or important to the operation of their department or the School. The employee's cooperation and assistance in performing such additional work is expected. The School reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer any employee's job positions, or assign additional job responsibilities.

D. Nonexempt Employees

1) Work Schedules

Business hours of school sites and offices (if any) shall be established by the superintendent of schools or designee. The superintendent of schools or designee will assign the classified staff's individual work schedule to ensure staffing throughout the workday. Employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work.

For the purposes of pay and leave accrual calculations, full-time for classified employees, is defined as 2,080 working hours. Work schedule exchanges will be reviewed on a case by case basis as long as the exchange does not interfere with normal operations or result in excessive overtime. Exchanging work schedules with other employees may be authorized by the supervisor or their designee when necessary.

The workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday.

2) Rest Breaks and Meal Periods

a. Rest Breaks

Rest breaks are on the clock and duty-free. Employees are expected to return to work promptly at the end of any rest breaks.

b. Number of Rest Breaks

Nonexempt employees are provided one (1) paid ten-minute rest break for every four (4) hours worked (or major fraction thereof, which is defined as any amount of time over two (2) hours). A rest break is not authorized for employees whose total daily work time is less than three and one half (3.5) hours.

If the employee works a shift from three and one-half (3.5) to six (6) hours in length, they will be entitled to one (1) paid ten-minute rest break. If they work more than six (6) hours and up to 10 hours, they will be entitled to two (2) paid ten-minute rest breaks. If the employee works more than 10 hours and up to 14 hours, they will be entitled to three (3) paid ten-minute rest breaks.

c. Timing of Rest Breaks

The employee is authorized and permitted to take a rest break in the middle of each four-hour work period. There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The employee will be informed if there are practical considerations that make this timing infeasible. In the event of these considerations, the immediate supervisor may need to schedule the rest breaks.

d. Meal Period

All nonexempt employees will be provided an uninterrupted unpaid meal period of at least 30 minutes if working more than five (5) hours in a workday. The employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

If the total work period for the day is more than five (5) hours per day, but no more than six (6) hours, the meal period may be waived. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

e. Timing of Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period.

The meal period will be provided and should be taken no later than the end of the fifth hour of work. For example, if work begins at 8:00 a.m., the meal period must begin by 12:59 p.m. (which is four hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure efficient business operations.

f. Second Meal Period

If the employee works more than 10 hours in a day, they will be provided a second, unpaid meal period of at least 30 minutes. Again, the employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period; the employee will be relieved of all duty. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

Depending on the circumstances, the employee may be able to waive the second meal period if the first meal period was taken and if the total hours worked for the day is no more than twelve hours. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

g. Timing of Second Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period. A second meal period is required if the employee's hours exceed 10 hours in one workday.

This second meal period will be provided no later than the end of the 10th hour of work. For example, if work begins at 8:00 a.m., the employee must start the second meal period by 5:59 p.m. (which is 9 hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure business operations.

h. Recording Meal Periods

The employee must clock out for any meal period and record the start and end of the meal period. Employees are not allowed to work "off the clock." Work time must be accurately reported on the time record.

i. Missed Rest Breaks and Meal Periods

If for any reason the employee is not provided a rest break or meal period in accordance with the policy, or if they are in any way discouraged or impeded from taking their rest break or meal period, or from taking the full amount of time allotted to them, the employee may be eligible for a missed rest break or meal period remedy and should immediately notify HR.

Anytime the employee misses a rest break or meal period that was provided to them (or they work any portion of a provided meal period), they will be required to report the time to HR and document the reason for the missed rest break and meal period.

Please also refer to the School's Timekeeping Policy.

3) Timekeeping

All nonexempt employees are required to record time worked for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the meal period. Altering with this procedure in any way is not

permissible and is subject to disciplinary action. Time cards in the payroll system are to be approved by the employee and the supervisor prior to each payroll. Any errors on the time card should be reported immediately to HR. Employees with consistent patterns of not following time recording responsibilities are subject to disciplinary actions.

All communication between the nonexempt employee and management concerning work related issues is not permitted after hours. Once the nonexempt employee has recorded the end of a work period at the end of the day, that employee is no longer clocked in. All work related correspondence will resume the next work day except in the case of an emergency or at the direction of the supervisor. Nonexempt employees will be compensated at the appropriate rate of pay for any additional time worked outside of their work day.

4) Pay for Mandatory Meetings/Training

The School will pay nonexempt employees for attendance at meetings, lectures, and training programs when attendance is mandatory, and the meeting, course, or lecture is directly related to the job and is outside of the regular schedule. If such attendance is required, the employee will be informed by the Superintendent or designee. Unless otherwise noted, trainings and meetings are included as part of an exempt employee's regular pay.

5) Overtime

All overtime work must be requested in advance by the employee and authorized by the supervisor prior to the time to be worked. Nonexempt classified employees may be directed to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. The School provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law. All hours worked in excess of eight (8) hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. The work week begins at 12:01 a.m. Monday and ends at midnight on Sunday.

Compensation for hours in excess of 40 hours for the workweek, or in excess of eight (8) hours and not more than 12 hours for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate of one-and-one-half times the employee's regular rate of pay. Compensation for hours in excess of 12 hours in one workday and in excess of eight (8) hours on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

E. Exempt Employees

The School will pay exempt employees a salary rather than by the hour. Once an

employee's sick days have been exhausted or are otherwise unavailable, the School will deduct pay from an exempt employee's salary under the following circumstances: (i) one or more full days absences for personal reasons; (ii) one or more full day absences for illness, injury, or sickness, (iii) one or more full work weeks disciplinary suspensions; and (iv) partial (for intermittent leave) or full day absences during an approved family or medical leave in accordance with law. Exempt employees who believe that the School made an incorrect or improper salary deduction should promptly report the deduction to their supervisor or the HR department. If the School incorrectly or improperly made a deduction from an exempt employee's salary, it will reimburse the employee for the deducted pay as soon as possible.

F. Salary Overpayments

Because the School receives public funds, the School is obligated by law to seek reimbursement for any salary overpayment and cannot waive the recovery of the overpayment. Employees who receive excess pay as a result of a payroll error are required to return the funds to the School. The School will provide the employee with the correct salary calculation and the amount that is owed to the School. The School may arrange for a repayment plan that is mutually agreeable to both the School and the employee and does not exceed one calendar year from the date of the overpayment.

G. Employee Evaluation

Supervisors will conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor will discuss ways in which the employee can accomplish goals and/or learn new skills.

Additional details on employee evaluations will be provided by Human Resources upon hire.

H. Corrective Action

All employees are expected to meet School standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with School policies and procedures. If an employee does not meet these standards, the School may or may not, at its sole discretion, take corrective action, other than immediate dismissal. Employees have no entitlement to corrective action or progressive discipline prior to dismissal.

The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance.

The School holds each of its employees to certain work rules and standards of conduct. When an employee deviates from these rules and standards, the employee may be terminated, or, at the School's discretion, be subject to corrective action by a supervisor.

Corrective actions may include, but are not required to include, an oral warning, a written warning, probation, suspension, and termination of employment. In deciding which initial corrective action would be appropriate, a supervisor may consider the seriousness of the infraction, the circumstances surrounding the matter, and the employee's previous record. As an at-will employer, the School may use all, some or none of the corrective actions described and will handle corrective action based on its own discretion.

Though the School will try to find paths for improvement whenever possible, the School considers certain rule infractions and violations of standards as grounds for immediate termination of employment. These include but are not limited to: theft in any form, insubordinate behavior, any misconduct concerning a child/student, vandalism or destruction of School property, trespassing, the use of School equipment without prior authorization, untruthfulness about personal work history, skills, or training, divulging proprietary information, and misrepresentations of the School to another employee, a prospective employee, or the general public.

Nothing in this section or any other section alters an employee's status as an at-will employee who may be terminated, with or without cause and with or without advance notice at any time by the School. Nothing in this section is intended to interfere with an employee's rights to communicate or voice concerns that are protected by Federal and State law.

I. Procedure for Disciplinary Action

The corrective action process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, general compliance with School policies and procedures and/or other disciplinary problems.

Corrective actions may be taken at the discretion of management and include any of the following:

- 1) Verbal counseling, which may be confirmed in writing by the supervisor
- 2) Written warning, which will be placed in the personnel file

- 3) Suspension, which will be confirmed in writing for the personnel file. Suspension is normally used to remove an employee from the organization premises during an investigation, or as a disciplinary action. This may be paid or unpaid. If the employee is suspended, it will be documented in the personnel file.
- 4) Discharge, which will be documented in the personnel file.

The corrective action process will not always commence with verbal counseling or include every step. The above options are not to be seen as a process in which one step always follows another. Some acts, particularly those that are intentional or serious, warrant more severe action on the first or subsequent offense. Consideration will be given to the seriousness of the offense, the intent and motivation to change the performance, and the environment in which the offense took place. As a reminder, employment remains at-will before, during, and after a disciplinary action.

J. Terminations

There are two types of terminations that may affect employees. Voluntary termination results when an employee voluntarily resigns their employment. Involuntary terminations result when the School makes the difficult decision to part ways with the employee.

Regardless of the reason for termination, all school-owned property, including vehicles, keys, credit cards, student files, or school property in the possession of the employee must be returned to the School immediately upon termination from employment, within 72 hours from the final date of employment with the School. Employees are not to recruit students from the School to a new place of employment.

All wages owed will be paid out in accordance with California law.

K. Personnel Records

Employees have a right to inspect certain documents in the personnel file as provided by law. The contents of personnel records will be available for inspection to the current or former employee, or their representative, at reasonable intervals and at reasonable times, but not later than thirty (30) calendar days from the date the School receives a written request. However, the employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to inspect the records, and the agreed-upon date does not exceed thirty-five (35) calendar days from receipt of the written request. Additionally, the School shall provide a copy of the personnel records, at a charge not to exceed the actual cost of reproduction, to a current or former employee, or their representative, no later than thirty (30) calendar days from receipt of the request, unless the current or former employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to produce a copy of the records, as long as the agreed-upon date does not exceed thirty-five (35) calendar days from the employer's

receipt of the written request.

The employee may add comments to any disputed item in the file. Only HR, the superintendent of schools or designee is authorized to release information about current or former employees. Disclosure of personnel related information to agencies or individuals outside the School will be limited and in accordance with law; however, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

The School is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the School in the event of a name or address change.

L. Destruction of Personal Information Records

In the course of the employee's duties at the School, they may encounter records which contain personal information (i.e., a person's name and Social Security Number, driver's license number, state identification number or any account number, credit or debit card number, access code or passwords that may permit access to an individual's financial account, payroll, or personal health information). The School expects all employees to take appropriate measures to maintain the confidentiality and integrity of such information and prevent unauthorized access. Employees must ensure hard copies of documents are stored securely, such as in a locked file cabinet, with access provided only to authorized individuals with a need to know. Electronic media must be encrypted or password protected. Passwords should never be included in any transmission that also contains the data. Employees should dispose of data no longer needed by shredding paper documents and properly erasing electronic media to ensure that the personal information cannot be read or reconstructed. Failure to follow proper storage and disposal procedures may result in disciplinary action up to and including termination.

M. Employment Posters

The School maintains bulletin boards in School offices and on the HR information system that contain important information about employment. In addition to federal and state required notices, school-related information will also be available in this location. All employees are encouraged to look at the bulletin board regularly and to read all of the information displayed in detail. Any questions about the information should be directed to the supervisor or HR. These bulletin boards are reserved for School use only; employees may not post or remove any information from them.

N. Outside Employment

This policy is not intended to prohibit an employee from working an appropriate second

job.

Employees are permitted to engage in outside work or hold other jobs, subject to certain restrictions as outlined below.

- 1) Activities and conduct away from the job must not compete, conflict with or compromise the school interests or adversely affect an employee's job performance and the ability to fulfill all responsibilities to the School. Employees are prohibited from performing any services for customers on non-working time that are normally performed by the School. This prohibition also extends to the unauthorized use of any school tools or equipment and the unauthorized use or application of any confidential information. In addition, employees are not to solicit or conduct any outside business during paid working time.
- 2) Employees are cautioned to consider carefully the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related problems, it must be discontinued, and, if necessary, normal disciplinary procedures will be followed to deal with the specific problem.
- 3) In evaluating outside work, the following guidelines will be considered to determine whether the proposed employment is allowed. Employees may not engage in outside employment that:
 - a) Involves working for a competing or similar model School;
 - b) Occurs during work hours without the use of appropriate leave;
 - c) Actually or potentially results in a conflict of interest with or interfere with the employee's responsibilities to the School;
 - d) Involves working for an organization that does business with the School, such as contractors, community providers, suppliers and customers;
 - e) May adversely affect the School's image.
- 4) Employees who have accepted outside employment may not use paid sick leave to work on the outside job. Fraudulent use of sick leave will result in disciplinary action up to and including termination.

If it is determined that the outside employment constitutes a conflict of interest or disruption of the School's operation, the employee will be asked to limit or restrict the outside employment. Disciplinary action up to and including termination of employment may be taken for outside employment that is inconsistent with this policy unless

otherwise approved.

O. Whistleblower Policy

It is the policy of the School to encourage its employees and applicants for School employment to disclose improper governmental activities, based in part on California Education Code Section 44110 et. seq. and to address written complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against employees or applicants who disclose improper governmental activities. School management has the responsibility to seek out and correct any and all abuses resulting from improper governmental activities, and to protect those who come forward to report improper governmental activities.

Concerns that may be raised include, but are not limited to, the following:

- 1) Reporting suspected violations of local, state, and federal law, including but not limited to federal laws and regulations;
- 2) Providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and
- 3) Identifying potential violations of School policy, specifically the policies contained in the handbook with reference to employee safety or health, unsafe working conditions or work practices in the employee's employment or place of employment.

A whistleblower can also be an employee who refuses to participate in an activity that would result in a violation of a state or federal statute, or a violation of or non-compliance with a local, state or federal rule or regulation.

The School may not:

- 1) Make, adopt, or enforce any rule, regulation, or policy preventing an employee from being a whistleblower;
- 2) Retaliate against an employee who is a whistleblower;
- 3) Retaliate against an employee for refusing to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation; or
- 4) Retaliate against an employee for having exercised their rights as a whistleblower in any former employment.

P. Complaint Procedure

The School encourages employees to resolve issues or concerns at the lowest level possible to ensure a positive and professional work environment. When issues cannot be

successfully resolved or the issue is serious in nature against the supervisor, the employee should bring the matter to the attention of HR for assistance. The complaint procedure approved by the Board of Directors is as follows:

- 1) The complainant will bring the matter to the attention of the human resources manager as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or were not appropriate; and
- 2) The complainant will reduce their complaint to writing, indicating all known and relevant facts, in the School's Internal Complaint Form. The human resources manager or designee will then investigate the facts and provide a solution or explanation.
- 3) If the complaint is about the human resources manager or the superintendent of schools, the complainant may file their Internal Complaint Form with the President of the School's Board of Directors, who may then confer with the Board and may conduct a fact-finding investigation or authorize a third party investigator on behalf of the Board. The Board President or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns, and the need for resolution without fear of adverse consequences to employment.

- 1) Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- 2) Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaint or participation in any complaint process.
- 3) Resolution: The School will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Q. Uniform Complaint Procedures

The School will provide annual notice to all employees of the Uniform Complaint Procedures that may be used to allege a violation of federal or state laws governing certain educational programs. Copies of the Uniform Complaint Procedures and additional information may be found in the board policy section on the School's website or by contacting HR.

R. Mutual Arbitration Agreement

This Mutual Arbitration Agreement (“Agreement”) is entered into between the School and the employee named below (“Employee”) (collectively the “Parties”).

Voluntary Agreement

Employee understands that this is a voluntary agreement, meaning it is not a condition of employment or continued employment. Employee further understands that the Nonprofit is not offering any employment-related benefit in exchange for entering into this agreement.

Agreement to Arbitrate Disputes and Claims

The School and employee mutually agree to submit to binding arbitration any and all disputes or claims they could otherwise pursue in court arising from or relating to employee’s recruitment to or employment with the School, or the termination of that employment, including claims against any current or former agent or employee of the School, whether the disputes or claims arise in tort, contract, or pursuant to a statute, regulation, or ordinance now in existence or which may in the future be enacted or recognized, including, but not limited to, the following:

- claims for fraud, misrepresentation, promissory estoppel, fraudulent inducement of contract or breach of contract, whether such alleged contract or obligation be oral, written, or express or implied;
- claims for wrongful termination of employment, violation of public policy and constructive discharge, infliction of emotional distress, interference with contract or prospective economic advantage, defamation, unfair business practices, invasion of privacy;
- claims for employment discrimination, retaliation or harassment
- claims for violation of local, state or federal wage and hour laws, such as non-payment or incorrect payment of wages, sick pay, commissions, bonuses, severance, employee fringe benefits, or stock options.

The School and employee understand and agree that the arbitration of the disputes and claims covered by this Agreement shall be the sole and exclusive mechanism for resolving any and all existing and future disputes or claims arising out of employee’s recruitment to or employment with the School or the termination thereof, except as set forth below.

Claims Not Covered by this Agreement

The following claims are not subject to arbitration under this Agreement: (1) claims for workers’ compensation benefits, state or federal disability benefits or state

unemployment benefits; (2) administrative charges or claims filed with a federal, state or local government office or agency, such as the Equal Employment Opportunity Commission (“EEOC”) or any comparable state anti-discrimination agency, or the National Labor Relations Board (“NLRB”); (3) claims for sexual harassment or assault that accrued on or after March 3, 2022, or any other claims that, as a matter of law, the Parties cannot agree to arbitrate, or that would make this Agreement voidable under the Ending Forced Arbitration of Sexual Assault and Sexual Harassment Act of 2021; (4) any claims that, as a matter of law, cannot legally be subject to arbitration; (5) claims under an employee benefit or pension plan that specifies a different arbitration procedure; or (6) litigation pending in a state or federal court as of the date Employee signs this Agreement.

Waiver of Right to Trial

The School and employee understand and agree that the arbitration of disputes and claims under this Agreement shall be instead of a trial before a judge or jury. The School and employee understand and agree that, by signing this Agreement, they are expressly waiving, to the fullest extent permitted by law, any and all rights to a trial before a judge or jury, regarding any disputes and claims they may have that are subject to arbitration under this Agreement.

No Consolidation of Claims / Waiver of Class Claims

The School and employee agree to individualized arbitration, with claims pertaining to different employees to be heard in separate proceedings. This means that no other person shall be entitled to join or consolidate in arbitration any claim by or against other current or former School employees. As such, except as set forth above, the School and employee agree that both the School and employee hereby waive any right to bring on behalf of other persons, or to otherwise participate in, a class, collective or representative action (i.e. a type of lawsuit in which one or several persons sue on behalf of a larger group of persons).

Arbitration Procedures; Final and Binding Award

The arbitration shall be conducted by a single neutral arbitrator in accordance with the then-current Employment Arbitration and Mediation Procedures of the American Arbitration Association (“AAA”), which can be viewed at <http://www.adr.org/employment>. The School will provide the employee with a copy of these rules upon request. The arbitration shall take place in the county of the state in which the employee is or was last employed by the School, unless the School and the employee mutually agree on a different location. All parties shall be entitled to engage in reasonable pre-hearing discovery to obtain information to prosecute or defend the asserted claims. Any disputes between the parties regarding the nature or scope of discovery shall be decided by the arbitrator. The arbitrator shall hear and issue a written ruling upon any motions brought by either party, including but not limited to, motions for summary judgment or summary adjudication of issues.

After the hearing, the arbitrator shall issue a written decision setting forth the award, if any, and explaining the basis therefore. The arbitrator shall have the power to award any type of relief that would be available in court. The arbitrator's award shall be final and binding upon the parties and may be entered as a judgment in any court of competent jurisdiction. In the event of any conflict in the arbitration procedures set forth in this Agreement and the AAA rules specified above, the AAA rules shall control.

Notwithstanding the foregoing, and regardless of what is provided by AAA's rules, the arbitrator will not have authority or jurisdiction to consolidate claims of different employees into one proceeding, nor shall the arbitrator have authority or jurisdiction to hear the arbitration as a class, collective or representative action.

Governing Law

The School and employee understand and agree that any disputes and claims to be arbitrated under this Agreement shall be governed by the laws of the state in which the employee was employed at the time the arbitrable disputes or claims arose. This Agreement is governed by the Federal Arbitration Act. The School and employee intend that this Agreement be limited to those claims that may legally be subject to a pre-dispute arbitration agreement under applicable law. A court construing this Agreement may therefore modify or interpret it to render it enforceable.

Costs of Arbitration

The School and employee agree that the School will bear the arbitrator's fee and any other type of expenses or cost that the employee would not be required to bear if they were free to bring the disputes or claims in court. Otherwise, the School and employee shall each bear their own attorneys' fees and costs incurred in connection with the arbitration. The arbitrator shall have the authority to award attorneys' fees and costs as required or permitted by applicable law. If there is a dispute as to whether the School or employee is the prevailing party in the arbitration, the arbitrator will decide the issue.

Severability

The School and employee understand and agree that if any term or portion of this Agreement shall, for any reason, be held to be invalid or unenforceable or to be contrary to public policy or any law, then the remainder of this Agreement shall not be affected by such invalidity or unenforceability but shall remain in full force and effect, as if the invalid or unenforceable term or portion thereof had not existed within this Agreement.

Complete Agreement

The School and employee understand and agree that this Agreement contains the complete agreement between the School and employee regarding the subjects covered in it; that it supersedes any and all contrary prior representations and agreements between the School and employee on these subjects, if any; and that it may be modified only in writing, expressly referencing this Agreement and employee by full name, and signed by an authorized representative of the School and the employee.

Acknowledgement

The employee has been advised to consult with an attorney of their own choosing before signing this Agreement. The employee agrees to read this Agreement carefully and understands that by signing it, they are waiving all rights to a trial or hearing before a judge or jury with respect to any and all disputes and claims regarding employee's employment with the School or the recruitment to or termination thereof that are subject to arbitration under this Agreement.

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Section V: Operational Considerations

A. Employer Property

Anything purchased with school funds such as computers and educational materials are considered School property and must be maintained according to School rules and regulations. School property is to be used only for work-related purposes. The School reserves the right to search and inspect all School property and any property used by employees in work related duties to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

Employees may make or accept personal telephone calls, text messages, or emails within reason during working hours to perform important personal business. It is also acceptable to use a computer to perform the same minimal personal tasks. Employees may not use the School's phone to make personal calls that would incur long distance fees.

The School may periodically need to assign and/or change passwords and personal codes for voicemail, email and computer. Except as provided herein, these communication technologies and related storage media and databases are to be used only for School business and they remain the property of the School. The School reserves the right to override any such password system at any time at its sole discretion, with or without cause.

Prior authorization must be obtained from the superintendent of schools or designee before any School property may be removed from the School premises, except in the course of normal movement of educational materials/computers by the employee. In this case, regular check-out/tracking procedures must be followed.

Terminated employees who work at a school site should remove any personal items at the time they leave the School. Personal items left in the workplace are subject to disposal if

not claimed at the time of an employee's termination.

Employees must safeguard and not damage/destroy School property, including computer hardware or software, e-mails, internal files, notes and correspondence, student records, papers, recordings, pictures, screenshots, and any other items of any nature that belong to or concern the School. Upon separation of employment, employees must return all of the School's property and proprietary information as soon as possible, no later than 72 hours from the final date of employment, and not share, destroy, or retain any copies of such property and information.

Any employee who is found to have neglected or misused the School's property will be subject to disciplinary action up to and including termination. If an employee's misuse of the School's property damages the property, the School reserves the right to require the employee to pay all or part of the cost to repair or replace the property. Misappropriation of the School's property is grounds for immediate termination and possible criminal action.

B. Use of Electronic Media

The School uses various forms of electronic communication including, but not limited to computers, email, telephones and web sites. All electronic communications, including all software, databases, hardware, and digital files, remain the sole property of the School and are to be used only for School business and not for any personal use, except as allowed above.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose that is illegal, against School policy or not in the best interest of the School.

Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, discrimination, harassment, or related actions will be subject to discipline up to dismissal. The School reserves the right to require authorization prior to installation of software on a School computer and/or mobile devices.

All electronic information created by any employee using any means of electronic communication is the property of the School and remains the property of the School. With School approval, employees may use personal passwords for purposes of security, but any employee's use of a personal password does not affect the School's ownership of the electronic information.

The School may at any time override all personal passwords for any reason.

The School reserves the right to access and review electronic files, messages, mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of School policy or any law occurs.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by School Administration.

Access to the Internet, websites, and other types of School-paid computer access are to be used for School related business. Any information about the School, its products or services, or other types of information that will appear in the electronic media about the School must be approved by the superintendent of schools or designee before the information is placed on an electronic information resource that is accessible to others.

Questions about access to electronic communications or issues relating to security should be addressed to the superintendent of schools or designee.

C. Social Media

Social media can serve as a powerful tool to enhance communication. This technology can provide many benefits for communication. This section addresses employees' use of publicly available social media networks including: personal Websites, Web logs (blogs), WIKIs, social networks, online forums, virtual worlds, and any other social media. The School takes no position on employees' decision to participate in the use of social media networks for personal use on personal time. However, use of social media for personal use during School time or on School equipment is prohibited. In addition, employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

General Statement

The line between professional and personal relationships is blurred within a social media context. When employees choose to join or engage with students, families or fellow employees in a social media context that exists outside those approved by the School, they are advised to maintain their professionalism as School employees and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting. Employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

Employees are expected to serve as positive ambassadors and to remember they are role models to students in the community. Because readers of social media networks may view the employee as a representative of the School, the School requires employees to observe the following rules when referring to the School, students, programs, activities,

employees, volunteers and communities on any social media networks.

Employees must be respectful and professional in all communications (by word, image or other means). Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment, or bullying. Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content.

Employees must make clear that any views expressed are the employee's alone and do not necessarily reflect the views of the School. Employees may not act as a spokesperson for the School or post comments as a representative of the School, except as authorized by the Superintendent or designee. When authorized as a spokesperson for the School, employees must disclose their employment relationship with the School.

Protect confidential information. Employees may not disclose information on any social media network that is confidential or proprietary to the School, its students, or employees or that is protected by data privacy laws. Employees should be thoughtful about what they publish and must make sure they do not disclose or use confidential information. Students, parents, and colleagues should not be cited or obviously referenced without their approval. For example, asking permission before posting a student's/co-worker's picture on a social network (student photos require parental consent) or publishing a conversation that was meant to be private.

It is acceptable to discuss general details about student projects, lessons, or school events and to use non-identifying pseudonyms for an individual (e.g., teacher, students, parents) so long as the information provided does not make it easy for someone to identify the individual or violate any privacy laws. Public social networking sites are not the place to conduct School business with students or parents; please conduct these interactions using the School's network.

Employees may not post any private images of the School premises and property, such as workrooms, offices, including floor plans. Nothing in this policy is meant to prevent employees from posting information that is allowable by the National Labor Relations Act.

Be transparent. Honesty or dishonesty will be widely available on social media. If the employee is posting about their role at the School, the employee must use their real name and identify their employment relationship. The employee must be clear about their role; if they have a vested interest in something being discussed, to be the first to point it out.

Perception can be reality. In online networks, the lines between public and private, personal and professional are blurred. Employee's identification as a School employee, may create perceptions about expertise and about the School by community members, parents, students, and the general public. When posting online be sure that all content is consistent with employee work values and with the School's beliefs, core values and professional standards.

Work/Personal Distinction. Staff members are encouraged to maintain a clear distinction between their personal social media use and any School-related social media sites. The employee may consider setting up separate social media accounts for personal and professional use.

Personal Social Networking & Media Accounts. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor. School employees must be mindful that any Internet information is ultimately accessible to the world.

Social Interaction With Students. Employees should not have online interactions with students on social networking sites outside of those forums dedicated to academic use. School employees' personal social networking profiles and blogs should not be linked to students' online profiles.

Contacting Students Off-Hours. Employees should only contact students for educational purposes and must never disclose confidential information possessed by the employee by virtue of their employment. Contacting students after hours must be kept to a minimum and be strictly for the purpose of academic support or to relay general information to all students.

Be a positive role model. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the general public.

School Logo. The use of the School logo(s) on a social media site or elsewhere must be approved by the superintendent of schools or designee.

The School expects all who participate in social media to understand and follow these guidelines.

D. Public Relations

Serving students and families requires a variety of professional skills. School employees are expected to demonstrate the following communication skills and abilities:

- 1) Ability to transmit passion for learning to students and families.
- 2) Flexibility and adaptability.
- 3) Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner.
- 4) Conflict resolution skills.
- 5) Openness to differing views and objectives.
- 6) Ability to deliver information concerning curriculum, teaching, assessment, and learning to families.
- 7) Serve the student and parent's needs to the best of their ability without allowing their own convenience to interfere.

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by the employees; employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the School's services.

Below are several things employees can do to help leave people with a good impression of the School. These are the building blocks for continued success.

- 1) Communicate regularly.
- 2) Act competently and deal with others in a courteous and respectful manner.
- 3) Communicate pleasantly and respectfully with other employees at all times.
- 4) Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner.
- 5) Respond to email and voicemail within 24 hours during the workweek.
- 6) Take great pride in their work and enjoy doing their very best.
- 7) Be proactive and work to anticipate the needs of those being supported.

When an employee encounters an uncomfortable situation that the employee does not feel capable of handling, their supervisor should be contacted immediately.

If a problem develops or if a parent remains dissatisfied, the employee should contact their supervisor for assistance.

Employees should not speak to the media on the School's behalf without contacting the School's superintendent of schools or designee. All media inquiries should be directed to the superintendent of schools or designee.

E. Solicitation & Distribution

In order to ensure smooth operations, the School has established the following guidelines to be respected while at work. As long as it is done during non-working hours for all employees involved (such as meal periods or rest breaks), employees are permitted to engage in solicitation (i.e., asking for contributions, selling merchandise) anywhere on School premises, as long as it is done in a non-disruptive and inoffensive manner. Employees may only engage in distribution (i.e., handing out pamphlets, literature, petitions) during non-working hours for all employees involved and in non-working areas (such as the lunch room). Solicitation or distribution is not allowed in areas open to the public. Employees are prohibited from posting notices on the School bulletin board or in any other office location and from removing any items without management approval. The School may, at its discretion, authorize certain fund-raisers and collections for employee gifts. Employees who want to organize such an event, must obtain prior approval from the supervisor. Solicitation and distribution by non-employees is prohibited at all times on School property.

F. Inclement Weather/Emergency Closings

At times, emergencies such as severe weather, fires, or power failures can disrupt School operations. The decision to close the office will be made by the Superintendent or designee. When the decision is made to close the office, employees will receive official notification from their supervisors or designee. Time off from scheduled work due to emergency closings will be unpaid for all nonexempt employees. However, if employees would like to be paid, they are permitted to use paid time off if it is available to them.

Employees are encouraged to listen to local news and radio reports. In general, the School will follow the decisions of the local community. Days that the School is closed due to inclement weather or other emergency may create a need to extend the work year or shorten holiday breaks.

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Section VI: Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help maintain a safe workplace, everyone must be safety-conscious at all times. In compliance with California law, and to promote the concept of a safe workplace, the School maintains an Injury and Illness Prevention Program.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

See the School's Safety Plan for more information.

A. Telecommuting

The School may allow employees to telecommute if it benefits the interests of the School. A written proposal for such arrangements must be presented to HR and the supervisor for review and approval. Employees who telecommute may be required to attend in-person meetings at the office or other designated locations.

Telecommuting does not change the employee's work location and employees are still responsible for all costs associated with travel to and from the office, when they are required to report to their work location.

Employees are encouraged to speak with a tax professional as to any tax benefits or deductions for utilizing a home office. Employees are responsible for any tax liability should they claim such an expense and it is later disallowed by the Internal Revenue Service.

Employees who telecommute must maintain the security of all confidential and/or sensitive information and other proprietary information, as if they were working in the office. All security procedures apply, regardless of whether the employee is in the workplace or telecommuting. Certain confidential documents or information will not be taken home without authorization from the superintendent of schools or designee.

Employees who telecommute are responsible for following all safety rules. Telecommuters will develop a written agreement with the Superintendent or designee concerning the type and amount of work the telecommuter will be expected to perform. The ability to telecommute does not change the level of performance expected from an employee. Nonexempt employees will track their time in the system and report work accomplished at a frequency agreed upon with the supervisor. Exempt employees must complete the duties as outlined in their job description and assigned by their supervisor.

Employees who are subject to overtime laws are required to adhere to their beginning and ending work times, rest break, and meal periods. Telecommuting employees must continue to maintain required time records. Work time must be recorded on the employee's time card.

The School retains the right to require a reapproval process and/or rescind any telecommuting agreement at any time and to require any telecommuter to report to the office or work location to work.

Violation of any telecommuting policies may result in the immediate termination of any telecommuting agreement. For additional information, please review the Remote Work Policy and contact Human Resources.

B. Student Safety

The effective employee is concerned for the welfare of students and takes measures to insure their welfare. Nevertheless, it is important to be aware of the possible consequences of negligence. The employee is responsible to act in a reasonable and prudent manner at all times. Specifically, the employee must do the following:

- 1) Never leave students unsupervised and ensure that another responsible adult is present when leaving students.
- 2) Require students to conduct themselves in an orderly, safe manner and administer such disciplinary actions as are reasonable and proper in any situation involving student misconduct.
- 3) Report any unsafe conditions to the supervisor so that it may be corrected.
- 4) Strictly adhere to all stated policy of the district and of the School.

Failure by employees to meet their responsibilities may have severe consequences (e.g., revocation of their license, criminal charges, etc.). Additionally, teachers may be held legally liable for negligence in the performance of their duties.

C. Employee Safety

The School is committed to providing the resources necessary to develop, implement, and administer a safety program for the protection of its employees. All administrative personnel and employees are expected to meet their responsibilities to make the safety program effective and productive. Periodic reviews of the safety program will be conducted by administration to maintain its effectiveness.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the supervisor, superintendent of schools, or HR. When reporting the injury, advise staff if emergency services should be involved, or if the injury requires medical attention. HR will help determine the best course of action. If an injury does not require medical attention, an Employer Report of Injury/Illness Form must still be completed in case medical treatment is later needed and to ensure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred. The employer will immediately notify OSHA in the event the employee sustains a serious illness, injury, or exposure that results in hospitalization as per CalOSHA guidelines.

D. Transporting Students

Employees are not permitted to transport students. In the event a student needs transportation for a school-related purpose, the School will arrange for transportation in coordination with the parent or guardian.

E. Employee Driving Policy

SOCS must ensure that risks to the School are minimized and ensure that only safe drivers are allowed to drive on School business. The Board requires that all employees who regularly drive as part of their job duties (“Driving Employees”) meet minimum standards of safety and insurance, which must be verified by the School. Driving employees must obey all traffic laws and drive safely while on School business.

Positions requiring driving shall state such in the job description and staff will be required to maintain a valid driver’s license and vehicle insurance in order to meet the minimum qualifications of the position and perform the essential duties of the role. This policy covers all school employees and violation of the School’s policy is grounds for discipline up to and including termination.

Driver’s License and Insurance Coverage

1. In order to operate a personal vehicle when used to perform School business, Driving Employees must have a valid driver’s license and automobile insurance meeting the minimum standards established in this policy at all times. Evidence of the Driving Employee’s driver’s license and automobile insurance certificate will be kept on file. The Driving Employee is responsible for providing an updated driver’s license and automobile insurance certificate whenever it expires or upon request. The Superintendent or designee must be notified immediately if the Driving Employee no longer has a valid driver’s license or insurance certificate. Any Driving Employee whose driver’s license or insurance certificate lapses or is canceled or revoked for any reason, and who cannot otherwise arrange for travel as required by their position, may be terminated or placed on inactive/unpaid status until the issue is remedied.
2. The School requires that a Driving Employee carry the following insurance amounts and coverage:

Automobile Liability - \$100,000 per person; \$300,000 per occurrence
Property Damage - \$50,000 per occurrence
Medical Payments - \$5,000 per person

Notification of Traffic Violations Resulting in Criminal Convictions

The School receives notifications from the Department of Justice (DOJ) when an employee has been arrested and when there has been a conviction for a crime. Notification of a traffic violation resulting in a misdemeanor or felony charge will be discussed with the employee. Certain driving violations may be grounds for termination from a position that requires regular driving such as:

1. Attempting to evade a police officer
2. Driving with a revoked or suspended license
3. Hit and run
4. Speeding over one hundred (100) miles per hour
5. Reckless driving
6. Driving under the influence of drugs and alcohol

Responsibilities of Human Resources

When recruiting for positions that require the employees to operate a vehicle the posting notice shall advise applicants that a current driver's license record and verification of automobile insurance will be required prior to a final job offer.

Employee Responsibility

Employees are responsible for maintaining driver's licenses and special certificates required for the performance of job duties. Employees are also responsible for promptly notifying their supervisor of expiration, conviction, or other DMV actions against their driver's license or certificate by no more than five (5) business days from the occurrence.

Use of Electronic Devices While Operating a Vehicle

The School recognizes staff members may spend a considerable amount of time driving for business purposes. It is the intention of the School to ensure all staff members are safe while driving a vehicle. Although hands-free options are available, it is the policy of the School to discourage employees from utilizing a cell phone or other electronic devices while operating a vehicle.

Distracted driving can be described as any visual, cognitive or manual distraction which takes attention away from the task of safe driving.

Employees are expected to follow all federal and state distracted driving laws. Employees who are charged with traffic violations resulting from the use of an electronic device while driving will be solely responsible for all liabilities that result from such actions.

The School highly encourages employees to use their best judgment and reserve all conversations conducted on an electronic device for when they are not in operation of a vehicle. It is recommended that employees find a safe location and park their vehicle

prior to placing or accepting a telephone call. Texting while driving is prohibited. Voice texting while driving is strongly discouraged. Safety must come before all other concerns.

Revocation of Driving Privilege

1. The human resources director or designee will monitor the subsequent arrest notifications from the DOJ. Any Driving Employee who is convicted of a DUI, loses their driver's license or driving privilege, or is deemed to be a "negligent operator" by the DMV, and fails to make suitable arrangements for alternative transportation to maintain meetings as an essential function of their position will immediately be placed on unpaid administrative leave.
2. Seatbelts are an essential element of the School's safety procedures. To emphasize seat belt awareness, one (1) seatbelt violation while on School business will equate to a moving violation and may lead to disciplinary action. Repeat seatbelt violations could lead to termination of the at-will employment agreement.

Alternative Transportation

All employees must make suitable arrangements to ensure timely attendance at all appointments that are essential job functions. With the advance approval of the superintendent of schools or designee, the employee may be reimbursed the actual miles traveled using the Schools' current mileage reimbursement rate, for their travel using public transportation or rideshare service where a personal vehicle is not available or alternative transportation is not feasible. Driving Employees will not be reimbursed additional charges and expenses outside of the actual miles traveled for utilizing a rental car, taxi, or rideshare service in the event that the employee's personal vehicle is unavailable.

F. Contagious Illnesses in the Workplace

The School realizes that employees with contagious temporary illnesses such as influenza (including COVID-19, H1N1 or Swine Flu), colds, and other viruses, or other communicable diseases may wish to continue with normal life activities, including working. In deciding whether an employee with an apparently short-term contagious illness or communicable disease may continue to work, the School considers several factors. The employee must be able to perform normal job duties; meet regular performance standards; and, in the School's judgment, pose no potential risk to the health or safety of the employee or others. If the School determines that an employee is unable to perform normal job duties; meet regular performance standards; or represents a potential risk to the health or safety of the employee or others, the School reserves the right to send the employee home and require the use of any available sick or paid time off

time, and if none is available the time would be unpaid. If an employee disagrees with the School's determination that such a risk exists, the employee must submit a statement from their attending healthcare provider that the employee's continued presence at work poses no significant risk to the employee, other employees, or students before they are allowed to return to work.

The following are general health and hygiene practices recommended by the Centers for Disease Control:

- 1) Stay home when sick. An employee should not return to work until they have been free of a fever for at least 24 hours.
- 2) Use proper etiquette: cover the cough or sneeze with a tissue or cough or sneeze into the elbow.
- 3) Wash hands often, especially after sneezing, coughing, or having contact with others. Alternatively, use a hand gel disinfectant and rub hands until the gel is dry.
- 4) Avoid touching eyes, nose, or mouth.
- 5) Ensure that general use office machines, such as shared computers, faxes, and copiers, are wiped down with disinfectant.
- 6) Healthy lifestyles are encouraged, including good nutrition, exercise, and adequate rest.

Supervisors will encourage employees to utilize paid sick and paid time off if available to cover absences due to contagious temporary illnesses. Please contact HR regarding any questions about the possible contagious nature of any illness in the workplace.

The School will comply with all applicable statutes and regulations that protect the privacy of persons who have a contagious or communicable disease.

In the case of a pandemic (such as COVID-19, H1N1 or Swine Flu) or illness, the School may implement specific procedures through its emergency communication action plan including utilizing employees in essential operation positions; implementing controls and scheduling in the work environment; encouraging ill employees to stay home; modifying work schedules; implementing telecommuting; minimizing non-essential travel; social distancing (reducing frequency, proximity, and duration of contact between people); utilizing phone, email, and video-conferencing; personal protective equipment (PPE); and education and training on safe work practices, risk factors, and protective behaviors. Employees will be notified if the emergency communication action plan is implemented.

G. Gun Violence Restraining Order

If an employee, parent, or student demonstrates a substantial likelihood of significant danger or harm to self or others, a gun violence restraining order petition may be filed. The petitioner may be an immediate family member, law enforcement officer, employer, co-workers with employer approval who regularly interact with the person, or an employee or teacher of a secondary or postsecondary school. A copy of the restraining

order is to be submitted to human resources.

Initial_____

Section VII: Employee Wages and Benefits

A. Wages

Several factors may influence the compensation for a position. Each position is defined by a broadly written job description that indicates the duties to be performed and the necessary knowledge, skills, and abilities for the assignment. These factors are reviewed when determining the appropriate compensation. Some of the items the School considers are the nature and scope of the job, what other employers pay their employees for comparable jobs (external equity), what the School pays their employees in comparable positions (internal equity), and individual work as well as performance. Wages are also affected by legislative changes and the State's economy, and may be adjusted upward or downward as changes occur.

Initial step placement will be based on related prior experience. Employees new to a position may have their professional work experience approved for service credit on the board approved pay scale. The superintendent of schools is given authority to offer a higher entry step placement in areas of need (examples of need are, but not limited to, math, science, or special education) in order to secure highly qualified candidates for positions. Step advances will be considered for employees who remain in paid status for at least 75% of the work year calendar. Consideration for step advancement will also be based upon the School's budget solvency, successful employee performance, and any other relevant factors.

The employee's performance review will usually be conducted on or about the end of the fiscal year. A positive performance review will not necessarily result in a change in compensation.

B. Stipends

Stipends may include supplies, cell phone/internet, and/or mileage. Stipends may also be issued for performing specific additional job duties. Stipends may be evenly distributed across the employee's pay periods or issued at the time the services are rendered. All stipends will be reviewed annually.

C. Paydays

All salaried exempt employees are paid on the 26th of the month. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive pay on

the prior day of operation.

Hourly and salaried nonexempt employees are paid on the 10th and 26th of each month. Hours worked from the 1st to the 15th of each month will be paid on or before the 26th of each month. Hours worked from the 16th to the end of the month (either the 30th or 31st depending) will be paid on or before the 10th of each month. For more information on pay periods, please contact HR.

Paychecks will not, under any circumstances, be given to any person other than the employee without written authorization. Employees will be paid through manual checks or through direct deposit of funds to savings or checking accounts at their bank of choice (providing the bank has direct deposit capability). To activate direct deposit, a Direct Deposit Authorization form may be obtained from HR. Due to banking requirements it may take several weeks for activation of the Direct Deposit.

Every effort is made to avoid errors in calculating and distributing paychecks. Employees should inform HR if they believe an error has been made or pay has not been received. HR will take steps to research the problem and endeavor to make any necessary corrections as soon as possible or at least by the next regular pay day.

D. Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) for non-credentialed employees, CalSTRS for eligible Teachers/Administration and State Disability Insurance from each employee's pay as follows:

- 1) Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
- 2) State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
- 3) For non-credentialed employees: Social Security (FICA) - The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. The current tax rate is used in the calculation. Each party is responsible for contributing. Eligible credentialed employees participating in CalSTRS do not contribute to Social Security.
- 4) State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
- 5) For credentialed employees contributions will be deducted and remitted to California State Retirement System (CalSTRS). The CalSTRS is a special trust fund established by California law. Per the guidelines of CalSTRS, the school will abide by membership eligibility. A contribution withdrawal begins with the first

pay period. This contribution is in lieu of Social Security withholding tax from the paycheck. Additionally, the School contributes into the CalSTRS fund. All employee and employer contributions are determined by CalSTRS. Further information regarding CalSTRS accounts can be found at www.CalSTRS.com.

- 6) For all employees participating in employee benefits offerings such as health insurance, the employee contribution for benefits (the amount that exceeds the employer's contribution towards benefits) will be deducted from the employee's paycheck. The amount will be discussed and approved prior to the deduction being made. Please reference "Employee Cost Sharing" under the "Employee Benefits" section of the Handbook for more information.

Every deduction from the paycheck is explained on the paystub, which will be available in the HR/Payroll Information System. If any deduction is unclear, contact HR.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal and State Withholding Tax deduction is determined by the employee's W-4 (Federal) and DE-4 (State) forms. The W-4 and DE-4 forms are to be completed upon hire. The employee may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time in the HR information system by updating their W-4 and DE-4 withholdings.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and provided to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, and total wages.

While the School strives to process payroll correctly, an error may occur from time to time. If this happens, every effort will be made to correct the problem as quickly as possible and to avoid future errors of a similar nature. Employees will not be subjected to discrimination, harassment, or retaliation for coming forward with a complaint or question about their paycheck.

E. Wage Attachments and Garnishments

When an employee's wages are garnished by court order, the School is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. The School will, however, honor the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from an employee's paycheck.

F. Employee Benefits

The School is committed to providing quality and cost effective benefit options (e.g. health, dental, vision, and life insurance) for eligible employees as part of the total

employee compensation. Benefit eligibility may be dependent upon employee classification (full-time versus part-time, for example) and on length of continuous employment at the School. Benefit eligibility requirements may also be imposed by the School and/or plans themselves. Policies, provisions and procedures that govern the organization's benefit program apply to all regular full-time and part-time employees, whether exempt or nonexempt status, unless otherwise noted in the employment agreement.

1) Employee Cost Sharing

Voluntary employment benefits, those benefits that are not mandated by state or federal law, are selected and controlled by the School. Decisions to provide and continue providing these benefits are based on such considerations as cost, composition of the workforce, operational efficiency, and desirability of benefit provisions. Where costs of discretionary insurance benefit plans exceed the School's interest, ability, or willingness to pay the full premium rate to maintain the current benefit level, employees may be required to share in the cost in order to continue the insurance plan coverage.

Certificated or Classified Exempt	Classified Non-Exempt	Personalized Learning Teacher -and- 4th-8th Virtual Learning Teacher	Personalized Learning Teacher+ -and- K-3rd Virtual Learning Teacher	Education Advisor	<i>Eligible employees will have the option to choose one of the following offerings. Selecting either a Kaiser or Cigna medical plan will determine the employer contribution.</i>	
					KAISER	CIGNA
Full Time Equivalent	Hours per Week	Student Caseload per Month			Tiered Benefit Contributions (for Health, Dental, and/or Vision)	
.75+ FTE	30+ hours	21+ students	18+ students	15+ students	\$1,300/month	\$1,550/month
.50 - .74 FTE	20-29 hours	14 - 20 students	12 - 17 students	10 - 14 students	\$780/month	\$930/month
.49 FTE or less	19 hours or less	13 or less students	11 or less students	9 or less students	not eligible	

2) Benefit Design and Modification

The School reserves the right to design plan provisions and to add, eliminate, or in other ways modify any School provided benefits described in this handbook or elsewhere in plan documents, where and when it is deemed in the School's best interest to do so. These benefits are subject to change depending on management decisions and resources.

3) Benefit Plan Documents

Employees will be provided with summary plan descriptions upon eligibility and enrollment. The benefit programs are explicitly defined in legal documents, including

insurance contracts, official plan texts, and trust agreements. In the event of a conflict between these documents and this policy, the plan documents will govern. All of these official documents are readily available from HR for review. We ask that the employee refer any questions about this information to HR.

4) Right to Modify

The School reserves the right to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents to the extent allowed by law. Notice of any such changes will be provided, as required by law. Further, the School reserves the exclusive right, power and authority to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans, to the extent allowed by law. This section is subject to change in accordance with changes in the law.

5) Changes in Health Benefits

Employees may make changes to their plans outside of open enrollment if they experience a Qualifying Life Event (QLE). Examples of such events include marriage, divorce, birth, adoption, loss of coverage, etc. An employee has 30 days from the date of the QLE to notify human resources and enroll in or make changes to their health plan.

For more complete information regarding any of the benefit programs, please contact HR.

6) COBRA Benefits

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the health plan when a “qualifying event” would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee’s hours, leave of absence, divorce or legal separation, and a dependent child no longer meets eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of the coverage at the group rates plus an administration fee. The School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the health insurance plan. The notice contains important information about the employee’s rights and obligations.

7) Look-back Measurement Method – Seasonal and Variable Hour Employees

For seasonal employees as well as part time employees hired to work less than 20 hours per week the School will use a look-back measurement method to determine benefit eligibility status.

This method is used to determine the benefits eligibility status of an employee by looking back over a defined period of time (12 months) to determine if the employee averaged at least 20 hours per week during that period.

The initial measurement period begins on the first day of the calendar month following the employee's start date.

An administrative period of 60 days in addition to the initial measurement period will be used to determine if an employee has satisfied the requirement of an average of 20 hours per week to be eligible for coverage.

A stability period (designated period where coverage must be offered) of 12 months will be offered to all individuals identified as employees working at least 20 hours per week on average during the measurement period.

After a new variable-hour or seasonal employee has been employed for a standard measurement period, the employee is considered to be an ongoing employee and will have their hours measured from open enrollment or plan year.

G. Retirement Plan Offerings

The School is committed to providing retirement benefits to the employees. Plan details may be obtained through HR.

1) 403(b)/457(b) Deferred Compensation Plan

All employees can open a 403(b) and/or 457(b) account and make employee contributions through payroll deductions.

Employer Contributions:

The employer contribution towards a deferred benefit plan is based on an eligible employee's active contribution to a 403(b) or 457(b) account not to exceed 7.5% of the employee's base annual salary. Eligible employees must open a 457(b) account in order to receive the employer contribution. Eligible employees are immediately vested in employer contributions. Seasonal employees are not eligible for employer contributions.

Classified Employees: To be eligible for an employer contribution, a classified employee must work at least 20 hours/week.

Certificated Employees: Certificated staff participating in CalSTRS are not eligible for an employer contribution to a 403(B) or 457(b) plan. The employee may elect to contribute to an optional, non-employer contributed 403(b) or 457(b) plan.

2) California State Teachers Retirement System (CalSTRS)

The School may offer a defined benefit plan through CalSTRS. Eligible credentialed employees employed at a CalSTRS school will be mandatorily enrolled in CalSTRS, and have employer and employee contributions submitted to CalSTRS on a monthly basis. Benefit information on this program is available at the CalSTRS website at www.calstrs.com.

H. Expense Reimbursement Process

1) Expense Reimbursement

- Due to the virtual nature of this business, it may sometimes be most practical for employees to initiate purchases locally and be reimbursed for those expenses. Reasonable, actual business expenses incurred by employees for the purpose of conducting business on behalf of the School shall be reimbursed upon approval. Employees receiving a stipend for supplies are expected not to exceed the stipend amount. Pre-approval by a supervisor is required in the event the employee will incur out of pocket expenses that exceed the amount of the stipend.
- Expense reimbursement requests must be submitted within thirty (30) days of the date of the expense.
- The mileage reimbursement rate is based on the rate established by the Internal Revenue Service. Employees must include verification of miles driven either using a platform adopted by the School, or by attaching a Mapquest/Google map or the like, with the request for reimbursement that is over any amount the employee may receive as a mileage stipend.

2) Travel

- The School will only reimburse actual and necessary expenditures for staff. Attendees shall be held accountable for good judgment regarding expenditure of tax dollars. All expenditures must have scanned copies of itemized original receipts, regardless of the amount.
- The School shall not reimburse personal travel expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on school-related business, personal use of an automobile, and personal losses or traffic violation fees incurred while on school business. Factors such as variances in regional costs, travel duration and extenuating circumstances will be considered when approving travel reimbursement.
- In addition to those items listed below, associated travel fees such as parking fees, taxis/shuttles, and luggage handling are reimbursable expenses.
- Employees are pre-approved to expense those costs associated with traveling for school-related purposes including testing and professional development. Scanned

copies of original itemized receipts are required for reimbursement.

3) Hotel Rooms

Lodging shall be for those days associated with attending the activity, including, if necessary, the night before. Good judgment shall be used to seek the most reasonable accommodations. Hotel rooms are reimbursed for employees traveling over 120 miles one way. A hotel stay for a distance less than 120 miles must have prior approval. Hotel rooms must be under \$182 per night before taxes. If an employee chooses to stay at a hotel that exceeds this, when a hotel within price range and a 15 mile radius is available, the balance above and beyond must be deducted from the total expense on the expense report. If a hotel is not available within this price range, pre-approval of the expenditure is required. Upon checkout from the hotel, the employee must obtain and submit a zero-balance sheet in order to be reimbursed for a hotel charge.

4) Meals

Employees who are required to work or participate in training away from the regular work location may be reimbursed the cost of meal(s). Meals provided in conjunction with conferences, workshops, seminars, meetings that exceed these amounts are excluded from these limitations. No meals will be reimbursed for meals provided at/during the conference/training.

The reimbursement rates are:

\$16 for breakfast, \$20 for lunch, \$32 for dinner plus service gratuity maximum of 18%. The total amount reimbursed for meals per day will not exceed \$68. Alcohol is not reimbursable and must be deducted from any reimbursement requests. If an employee exceeds the allotment for meal expenses, the balance above the daily allocation will be deducted from the total expense on the expense report.

5) Postage

Postage reimbursement is approved for the purpose of returning materials. Items need to be mailed via United States Postal Service Priority mail.

For employees who receive a monthly supply stipend, only the portion of the expense that exceeds the stipend will be reimbursed.

Initial_____

Section VIII: Leaves, Paid Time Off, and Holidays

A. Healthy Workplaces/Healthy Family Act of 2014

The School, in compliance with the Healthy Workplaces/Healthy Family Act of 2014 (AB 1522), allows all full time and part time employees who work at least 30 days within a year in California to accrue paid sick leave hours. Accrual begins on the first day of employment.

B. Paid Sick Leave

Paid sick leave may be used for an employee's own illness, for preventative care or diagnosis, care or treatment of an existing health condition, or time off to care for an ill or injured family member or dependents, which include children, parents, spouse, registered domestic partner, grandparents, grandchildren, siblings and those related to the employee by blood or affinity equivalent. Sick leave may also be used when an employee needs to manage matters surrounding domestic violence, sexual assault, stalking or when their worksite or their child's school or daycare closes due to public health emergencies. Employees using extended sick leave (in excess of three (3) days) must submit a request at least two weeks before the extended leave.

Employees requesting sick leave may be required to submit a health care provider's statement or, in cases of individuals with sincerely held religious beliefs in faith healing or comparable religious practices, a statement authorized under EEOC guidelines, stating the reason for absence and dates of illness. Employees absent more than three (3) days may be required to submit a health care provider's statement or note that the employee is fit for return to service.

Employees will be paid their regular compensation when using paid sick days. Sick leave hours will not be advanced ahead of the earned accrual.

Employees may use a minimum of two hours of paid sick leave at a time, which will be deducted from the employee's accrual balance. While maintaining this minimum, sick hours used must align with any work related obligation that the employee is unable to attend due to use of leave as outlined in this policy. Employees should confirm with their supervisor the number of sick hours to utilize if not using a full eight (8) hours of sick leave to cover an absence. Paid sick day balances are available for employee review through the payroll system and on pay stubs. For all hours submitted as sick leave, the time will be uninterrupted and the work day schedule will not need to be adjusted to accommodate the absence.

Employees returning from sick leave are responsible for recovering content shared during a missed meeting, completing a missed training session or sessions, and for meeting deadlines as established by their supervisor.

Accrued, but unused sick days are not paid out by the School at the time of separation. However, employees who terminate employment and are rehired within one (1) year of termination (or 6 months for employees working in the city of San Diego) regain their previously unused accrued sick leave.

Any employee who continues to be absent after their sick leave accrual has been exhausted may have a payroll deduction equivalent to the number of hours absent. Salaried employees will only have full day absences deducted from their paycheck once their sick leave accrual is exhausted.

Abuse of sick leave would be considered the utilization of sick leave for reasons other than those stated in state law or in this policy. Abuse of sick leave occurs when an employee misrepresents the actual reason for taking sick leave, using sick leave for unauthorized purposes, failure to report sick leave, and may include chronic, persistent or patterned use of sick leave. Abuse of the following sick leave policy will not be tolerated and may be grounds for discipline including termination.

1) Paid Sick Leave: Full Time Classified and Non-Teaching Certificated and Special Education Certificated Employees

The School provides sick pay for full time employees who regularly work a minimum of 30 hours per week. All full time classified, non-teaching certificated and special education certificated employees accrue one (1) sick day per month in paid status. Nonexempt employees are paid semi-monthly, and will accrue the equivalent of one half day per pay period. All employees who fall under this accrual method are guaranteed to accrue a minimum of 24 hours by the 120th day of employment and subsequent accrual years in accordance with State law. Any unused sick hours will roll over from year to year.

Sick Accrual					
<i>Full Time Classified and Non-Teaching Certificated</i>					
Sick Leave	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.75+	30+	4/4	8	8

2) Paid Sick Leave: Personalized Learning Teacher, Personalized Learning Teacher+, and Education Advisor

All personalized learning teachers, personalized learning teachers+, and education advisors annually accrue 24 hours (3 days) of paid sick leave over a three (3) month period in paid status. Employees that fall under this accrual will earn eight (8) hours per month worked. Non-exempt employees that fall under this accrual that are paid semi-monthly will earn four (4) hours per pay period worked. All employees who fall under this accrual are guaranteed to accrue a minimum of 24 hours by the 120th day of employment and subsequent accrual years in accordance with State law.

Any sick leave the employee earns under this accrual will be used first prior to any accrued sick leave under a previous policy. Any unused sick hours will roll over from year to year.

Sick Accrual <i>Personalized Learning Teacher, Personalized Learning Teacher +, and Education Advisor</i>							
Sick Leave	Hours Worked Per Week Based on Student Count	Personalized Learning Teacher Student Count	Personalized Learning Teacher+ Student Count	Education Advisor Student Count	Non-Exempt: Per Pay Period Accrued Until 24 Hours Accrued	Exempt: Per Pay Period Until 24 Hours Accrued	Total Sick Hours Accrued Monthly Until 24 Hours Accrued
Tier 2	30+	21+	18+	15+	-	8	8
Tier 1	20 - 29	14 - 20	12 - 17	10 - 14	3/3	6	6
CA SL	19 or less	13 or less	11 or less	9 or less	2/2	-	4

3) Paid Sick Leave – Part Time, Per Diem, Seasonal, and Temporary Employees

The School provides all part-time, per diem, seasonal and temporary employees who work at least 30 days in California within a year with at least 24 hours (3 days) of paid sick leave in a 12 month period. Employees will be paid at their regular hourly rate when they take paid sick leave.

Employees start accruing hours on the first day of employment and must work for 30 days before they can take sick leave. Employees earn at least 1 hour of paid leave for every 30 hours worked. Employees may accrue more than 24 hours (3 days) of paid sick leave in a year. Sick leave accrual will be capped at 48 hours (6 days), in compliance

with both state and city ordinances.

Sick Accrual					
<i>Part Time, Per Diem, Seasonal, and Temporary Employees</i>					
Sick Leave	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 1	.50 - .74	20 - 29	3/3	6	6
CA SL	.49 or less	19 or less	2/2	-	4

4) Paid Sick Leave - K-12 Virtual Learning Teacher and Special Education Teachers

All K-12 virtual learning teachers and special education teachers annually accrue 48 hours (6 days) of paid sick leave over a six (6) month period in paid status. Exempt employees that fall under this accrual will earn eight (8) hours per month worked. Non-exempt employees that are paid semi-monthly will earn four (4) hours per pay period worked. All employees who fall under this accrual are guaranteed to accrue a minimum of 24 hours by the 120th day of employment and subsequent accrual years in accordance with State law.

Any sick leave the employee earns under the virtual learning and special education teacher accrual will be used first prior to any accrued sick leave under a previous policy. Any unused sick hours will roll over from year to year.

Sick Accrual					
<i>K-12 Virtual Learning and Special Education Teachers</i>					
Sick Leave	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.75+	30+	4/4	8	8

C. California State Benefits

California State Disability Insurance (SDI) is funded through employee contributions and is designed to provide eligible workers with partial wage replacement when taking time off work for their non-work-related illness or injury, pregnancy, or childbirth.

California Paid Family Leave (PFL) provides employees residing in the State of California with the ability to access their State Disability Insurance for partial wage replacement benefits to care for a seriously ill child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner, or to bond with a new child by birth, adoption, or foster care placement.

PFL Military Assist benefits are available to eligible employees who request time off work to participate in a qualifying event due to the military deployment of their spouse, registered domestic partner, parent, or child to a foreign country.

HR is available to assist employees with applying for State Disability benefits through the Employment Development Department. Employees may be eligible to receive PFL benefits while on a leave of absence to care for a seriously ill family member or for baby bonding. Employees are not eligible for PFL benefits when on PDL, Family Medical Leave Act (FMLA), or California Family Rights Act (CFRA) leave for their own serious health condition. PFL is not a guaranteed right to a leave of absence, and employees taking PFL or PFL Military Assist are not provided job protection rights or a right to return to the same position following their absence.

Employees are to notify HR of their plan to take leave and the reason for taking leave according to the School's policy.

D. Pregnancy Disability Leave (PDL)

An employee may take pregnancy disability leave (PDL) if the employee is disabled because of pregnancy, childbirth, or a related medical condition, including prenatal care and severe morning sickness. The length of leave is dependent on a medical certification and the duration may be up to 17 1/3 weeks or the equivalent number of days the employee would normally work within the same period. Intermittent leave or a reduced work schedule may be taken.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The 17 1/3 week pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to self, the successful completion of pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "17 1/3 weeks" means the number of days the employee would normally work within that period. For example, a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

PDL will run concurrently with other applicable leaves, such as FMLA leave. The 12-month look-back period will apply to all leaves granted concurrently.

1) Pay During Pregnancy Disability Leave

An employee on pregnancy disability leave may use all accrued paid sick leave at the beginning of any otherwise unpaid leave period. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

Sick pay will accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

2) Health Benefits

The provisions of various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If the employee takes pregnancy disability leave and is eligible under the Family Medical Leave Act (FMLA), the School will maintain group health insurance coverage for up to a maximum of 12 workweeks (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work after PDL ended. Leave

taken under the pregnancy disability policy runs concurrently with FMLA under federal law, but not California Family Rights Act (CFRA). If the employee is ineligible under the federal and state family and medical leave laws, while on pregnancy disability they will receive continued paid coverage on the same basis as other medical leave that the School may provide and for which the employee is eligible, such as continued PDL. In some instances, the School may recover premiums it paid to maintain health coverage for the employee if the cost of the plan exceeds the monthly stipend provided by the school and if they fail to return to work following pregnancy disability leave.

3) Medical Certifications

An employee requesting a pregnancy disability leave must provide a medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

4) Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by contacting HR.

The employee should provide at least thirty (30) days notice or as long of notice as is practicable, if the need for the leave is foreseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

If an employee needs intermittent leave or leave on a reduced schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be

counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

5) Return to Work

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return to their original job or an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced.

6) Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the School.

7) Lactation Accommodation

The School will provide a lactation break for a reasonable amount of time to accommodate an employee's need to express breast milk. Employees in need of lactation breaks should contact their supervisor and human resources to allow for the School to determine a private space and ensure the reasonable time for breaks is provided. Human resources and the supervisor will assist the employee in identifying a proper location that is close to the employee's work area, shielded from view, and free from intrusion. Additionally, where applicable, the School will provide access to a sink with running water and a refrigerator for storing breast milk.

The lactation break shall, if possible, run concurrently with any rest break or meal period already provided to the employee. For non-exempt staff, any additional time needed to express milk outside of the normal rest break and meal period is to be off the clock. If the employee needs additional time past the breaks typically provided in a day, the employee should contact their supervisor and human resources. If a space and break is not provided when requested, please contact human resources.

E. Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA)

The School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"). The following information provides employees with a general description of their FMLA and CFRA rights.

Calculating 12-Month Period for FMLA and CFRA

For purposes of calculating the 12-month period during which 12 weeks CFRA or qualifying exigency leaves may be taken, the School uses the “rolling” method also known as the look back method. For example, if an employee begins their leave on March 5, the look back period is 12 months from that date.

Under some circumstances, leave under FMLA and CFRA may run at the same time and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period. Accrued sick leave will be paid to the employee starting with the first day of absence until exhausted and will run concurrently with FMLA and/or CFRA leave.

For leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

Leave granted under any of the reasons provided by state and federal law will be counted as FMLA and/or CFRA leave and will be considered as part of the 12-workweek entitlement (26-work week entitlement if leave is to care for a service member) in a 12-month period. The 12-month period is measured forward from the date any employee’s first FMLA/CFRA leave begins. Successive 12-month periods commence on the date of an employee’s first use of such leave after the preceding 12-month period has ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Pregnancy, Childbirth or Related Conditions Under FMLA, CFRA and PDL

Time off due to pregnancy disability, childbirth or related medical condition falls under pregnancy disability leave (PDL) and FMLA leave and is not concurrent with CFRA leave. Employees who may not be eligible for FMLA leave may still be eligible for leave under PDL. Once the pregnant employee is no longer disabled, or once the employee has exhausted PDL and has given birth, they may apply for leave under CFRA, for purposes of baby bonding.

1) FAMILY MEDICAL LEAVE ACT

Employee Eligibility Criteria

FMLA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee must have been employed by the School for at least twelve (12) months,

- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a location where the School has at least fifty (50) employees within a seventy-five (75) mile radius, except for purposes of baby-bonding where the threshold is twenty (20) employees.

FMLA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks of FMLA leave for this reason.
2. Due to the employee's own serious health condition causing the employee to be unable to perform one or more of the essential functions of their job. This excludes a disability caused by pregnancy, childbirth, or related medical conditions, as they are covered by the School's pregnancy disability policy.
3. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a serious health condition or military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period.

Intermittent Leave under FMLA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Leave to care for or bond with a newborn child or for a newly placed adopted or foster child may only be taken intermittently with the employer's approval and must conclude within 12 months after the birth or placement..

2) CALIFORNIA FAMILY RIGHTS ACT (CFRA)

The Fair Employment and Housing Act (FEHA), enforced by the Department of Fair Employment and Housing (DFEH), contains family care and medical leave provisions for California employees. CFRA applies to all employees of the state of California and any other political or civil subdivision of the state and cities, regardless of the number of employees.

Employee Eligibility Criteria

CFRA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee has more than 12 months of service.

- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a worksite where there are 5 or more employees within a 75 mile radius.

CFRA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. If the School employs both parents of a child, it will grant up to 12 weeks of leave to each employee.
2. To care for the employee's parent, spouse, registered domestic partner, child, grandparent, grandchild, and sibling who has a serious health condition. Effective January 1, 2022, eligible employees can utilize CFRA leave to care for parents-in-law.
3. For a serious health condition that renders the employee unable to perform their job.
4. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of CFRA leave in a single twelve (12) month period.

Intermittent Leave under CFRA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Employees do not need the School's agreement to take intermittent bonding leave. In the case of intermittent leave, the employee may be required to use such leave in two-week minimum increments, with an exception for shorter increments on at least two occasions.

3) PROCESS FOR REQUESTING FMLA/CFRA LEAVE

Leave Procedures

The following procedures shall apply when an employee requests leave:

The employee must contact HR as soon as the need for the leave is realized.

If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or an eligible family member per FMLA or CFRA, the employee must notify the School at least 30 days before the leave is to begin. The employee must consult with their supervisor

regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the applicable family members.

If the employee cannot provide 30 days' notice, the School must be informed as soon as is practical. Notice can be written or verbal and should include the timing and the anticipated duration of the leave, but the School does not require disclosure of an underlying diagnosis. The School will respond to a leave request within 5 business days. The School requires written communication from the health-care provider stating the reason for the leave and the probable duration of the condition. However, the health care provider may not disclose the underlying diagnosis without the consent of the patient.

If the FMLA/CFRA leave request is made because of the employee's own serious health condition, the School may require, at its expense, a second opinion from a health care provider that the School chooses. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by the School.

If the second opinion differs from the first opinion, the School may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the School and the employee. While waiting for a second or third opinion, the employee is provisionally entitled to FMLA/CFRA leave.

Certification

The School requires the employee to provide certification within 15 days of any request for FMLA/CFRA, unless it is not practicable to do so. The School may require recertification from the health care provider if additional leave is required. For example, if an employee needs two weeks of family and medical leave, but following the two weeks needs intermittent leave, a new medical certification will be requested and required. If the employee does not provide medical certification in a timely manner to substantiate the need for leave, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered family and medical leave.

If the leave is needed to care for approved family members per FMLA/CFRA, the employee must provide a certification from the health care provider stating:

1. Date of commencement of the serious health condition;
2. Probable duration of the condition;
3. Estimated amount of time for care by the health care provider; and

4. Confirmation that the serious health condition warrants the participation of the employee.

If an employee cites their own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

1. Date of commencement of the serious health condition;
2. Probable duration of the condition; and
3. Inability of the employee to work at all or perform any one or more of the essential functions of their position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to their job. Failure to provide certification by the health care provider of the employee's fitness to return to work may result in denial of reinstatement for the employee until the certificate is obtained.

4) PAY AND BENEFITS UNDER FMLA/CFRA

Health and Benefit Plans

The School provides health benefits under a group plan, and will therefore continue to make these benefits available during the leave if the employee is enrolled in the group plan. An employee taking FMLA/CFRA leave will be allowed to continue participating in any health and welfare benefit plans in which they were enrolled before the first day of the leave (for a maximum of 12 workweeks, or 26 workweeks if the leave is to care for a covered service member) at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the School may recover from employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave. An employee is deemed to have "failed to return from leave" if they do not return following the leave of absence, or work less than thirty (30) days after returning from leave. Employees on pregnancy disability leave will be allowed to continue to participate in group health coverage for up to a maximum of four months (or for the approved time) of pregnancy disability leave (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work. The employee will also continue to make premium payments, if applicable, based on the payment schedule outlined in the premium payment letter. They will then be able to remain on benefits for any time taken under approved FMLA/CFRA leave if they are eligible for those leaves. Payment is due when it would be made by payroll deduction.

Substitution of Paid Leave

Generally, FMLA/CFRA leave is unpaid. The School is not required to pay employees

during FMLA/CFRA leave and may require an employee to use accrued paid time off or other accumulated paid leave other than sick time. If the FMLA/CFRA leave is for the employee's own serious health condition the use of sick time is required and will run concurrent with FMLA/CFRA leave.

Time Accrual

Sick pay will accrue during any period of unpaid disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

COBRA Benefits

If an employee requires additional leave after all protected leaves have been exhausted (PDL, FMLA, CFRA), they will be eligible for continued benefits through COBRA.

5). REINSTATEMENT UPON RETURN FROM FMLA/CFRA

Under most circumstances, upon return from FMLA/CFRA leave, the employee will return to their original job or an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced. However, an employee has no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee on FMLA/CFRA leave would have been laid off had they not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee's use of FMLA/CFRA leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Reinstatement after FMLA leave may be denied to certain salaried "key" employees under the following conditions:

- 1) An employee requesting reinstatement was among the highest-paid 10 percent of salaried employees employed within 75 miles of the work site at which the employee worked at the time of the leave request;
- 2) The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to the School's operations;
- 3) The employee is notified of the School's intent to refuse reinstatement at the time the School determines the refusal is necessary; and
- 4) If leave has already begun, the School gives the employee a reasonable opportunity to return to work following the notice described previously.

Under CFRA, the School will reinstate "key" employees.

Employees should contact HR for additional information about eligibility for FMLA, CFRA or PFL.

F. Bereavement Leave

The School grants leave of absence to benefited employees (employees with at least 50% employment) in the event of the death of the employee's current spouse, child, parent, parents-in-law, legal guardian, brother, sister, grandparent, grandchild, or mother, father, sister, brother, son-in-law, or daughter-in-law, step-parents, foster parents, foster children, and domestic partners. An employee with a death in the family may take up to three (3) consecutive scheduled work days off with pay with the approval of the supervisor. In the event services are located out-of-state, the allowed time off will be five (5) days. An employee may be granted up to ten (10) days of bereavement leave for the death of the employee's spouse/domestic partner or child.

Bereavement leave may be taken intermittently with prior approval of the supervisor in no less than four hour increments. If an employee requires more than the allocated time off for bereavement leave, the employee may use accumulated sick days. The superintendent of schools or designee may approve additional unpaid time off.

G. Military Leave

Regular full time employees requiring a leave of absence for service in the uniformed services are provided leave and will be re-employed at the end of the leave. Policies governing this leave are designed according to the Uniformed Services Employment and Reemployment Rights Act and applicable state regulations. The policy covers those employees who enter active military duty voluntarily and extends to Reservists and National Guard members who are called to limited active duty or extended training duty, including regularly scheduled annual training and military summer camp training.

Eligibility

All employees, except those hired on a temporary or seasonal basis, are eligible for the leave.

Length of Leave

The length of the military leave is determined by the uniformed service organization calling the employee to active duty or military encampment.

Request Procedure

The employee must provide written notice of their obligation or intention to perform service in the uniformed services, unless notice is precluded by military necessity or is otherwise unreasonable or impossible. A copy of the military orders must also be provided. Failure to do so may result in loss of reemployment rights.

Pay While on Leave

Military leaves are without pay.

Status of Benefits

Reservists, National Guard members, and veterans returning from military service in the Armed Forces have and retain rights with respect to seniority, paid time off, compensation, length of service, pay increases, as may be from time to time provided by applicable statutes of the United States and the state of California. The employee may maintain health care insurance benefits for up to 24 months while on leave by paying the insurance premiums through COBRA for any leave extending beyond 30 days.

Reinstatement

Upon return from a Uniformed Service Leave, the employee must report to work or request reemployment within prescribed time limits, which are based on the length of the leave:

- 1) Between one (1) to thirty (30) days: The service member is expected to report to work on the first regularly scheduled work period on the first full day after release from service and will be reinstated to the same position held at the time the service leave began.
- 2) Between 31-180 days: The service member must submit an application for reemployment within 14 days of release from service.
- 3) For 181 days or longer: An application for reemployment must be submitted within 90 days of release from service.

Failure to file an application within the required time period may forfeit the right to reemployment.

H. Organ and Bone Marrow Donation Leave

The Organ and Bone Marrow Donation Leave grants up to 30 days leave of absence with pay to employees who have exhausted all available sick leave within a one-year period for the purpose of donating an organ and a five (5) day leave of absence with pay to employees who are bone marrow donors. If needed, employees may take an additional unpaid leave of absence, up to 30 days per year, for donating an organ.

This leave may require use of two weeks accrued paid time off for organ donation, and

five (5) days for bone marrow donation.

A medical note will be required to be submitted. Medical benefits will be maintained while the staff member is on leave and the staff member is guaranteed reinstatement to work. There will be no discrimination or retaliation for any leave taken.

I. Jury Duty and Witness Leave

The School encourages employees to serve on jury duty when called. Postponement to non-instructional or off-peak department times is encouraged in order to minimize the impact to the School.

Seasonal and part-time employees will be provided unpaid time off to participate in jury duty. Employees will receive full pay while serving up to three (3) days of jury leave.

The employee should notify HR and their supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. Any employee summoned for jury duty must provide HR with an authentic summons, subpoena, or notice for such duty and upon returning to work must present proof of jury duty service, including the dates of the employee's service. Employees are expected to return to work if they are excused for jury duty during their regular working hours.

Fees Paid by the Court - All jury fees (excluding mileage) received by the employee while on school paid status shall be remitted to HR. Jury fees received while on school unpaid status are retained by the employee.

J. Volunteer Firefighters, Reserve Police Officer or Emergency Rescue Personnel

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter. If the employee is an official volunteer firefighter, a reserve police officer, or an emergency rescue personnel they must alert HR that it may be necessary to take time off due to emergency duty.

K. Victims of Domestic Violence Leave

Employees who are victims of domestic violence are eligible for unpaid leave regardless of whether any person is arrested, prosecuted, or convicted of committing a crime. . This leave provides time off for employees who are victims of domestic violence, sexual

assault, and stalking, as well as leave for employees who are the victims or related to victims of certain serious or violent felonies. Employees may use available and accrued sick leave. The employee may also take paid time off. The employee may request leave if they are involved in a judicial action, such as obtaining restraining orders, appearing in court to obtain relief to ensure the health, safety or welfare, or that of their child.

The employee should provide notice and certification if they need to take leave under this policy. Certification may be sufficiently provided by any of the following:

1. A police report indicating that the employee was a victim of domestic violence.
2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

L. Suspension of an Employee's Enrolled Child

If an employee who is the parent or guardian of a child facing suspension from school and is summoned to the school to discuss the matter, the employee should alert the Superintendent or designee as soon as possible before leaving work. In keeping with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

M. Recreational Activities and Programs

The School or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

N. Workers' Compensation

The School, in accordance with state law, provides insurance coverage for employees in case of a work-related injury. The workers' compensation benefits provided to injured employees include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and

- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives any workers' compensation benefits to which they may be entitled, they will need to:

- Immediately report any work-related injury or illness to HR. If the employee believes the injury or illness is caused by their job and develops gradually, the report should be filed as soon as possible. Reporting promptly helps avoid problems and delays in receiving benefits, including medical care. If the employee does not report the injury within 30 days, they risk losing their right to receive workers' compensation benefits;
- Seek medical treatment and follow-up care if required;
- Complete a written claim form and return it to HR as soon as possible.
- Provide the School with a certification from the healthcare provider regarding the need for workers' compensation disability leave, as well as the eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to the same position held at the time the leave began, or to an equivalent position, if available. Upon return, a teacher is not guaranteed the same students, but will receive new/transfer students according to the same seniority status they had prior to the leave. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if an employee on workers' compensation leave would have been laid off had they not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining the School's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on their qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of the job because of a physical or mental disability, the School's obligations to the employee may include reasonable accommodation, as governed by the ADA (Americans with Disabilities Act).

O. Other Types of Leaves

There are other types of leaves that employees may be eligible for which include:

- Time off to visit children's schools: This leave provides employees up to 8 hours per month (to a maximum of 40 hours per year) of unpaid time off for the purpose

of child-related activities which include: to find, enroll, or re-enroll the child in a school or with a licensed childcare provider; to participate in activities of the school or licensed child care provider; to address a child care provider or school emergency. Employees may use available and accrued sick leave;

- Literacy accommodation leave: This leave provides reasonable accommodation for employees who experience difficulties with literacy to enroll in an adult literacy program, work with a tutor or otherwise take steps to improve upon their literacy needs. Employees may use available and accrued sick leave;
- Military spousal leave: This leave provides employees up to 10 days of unpaid, protected leave, to spend time with a spouse or registered domestic partner who is home during a period of military deployment.

P. Professional Development

The School expects all employees to maintain necessary certifications and encourages all employees to attend meetings, conferences, and other educational sessions that provide training and ideas helpful to the development or operation of the School. Employee requests to attend short-term professional development opportunities (two days or less) not sponsored by the School are subject to the approval of the superintendent of schools or designee.

Employees will be allowed with the approval of their supervisor and the superintendent of schools or designee to attend extended professional development programs. Extended professional development programs are considered more than two (2) days. An employee will be expected to make up the time missed at work while participating in the extended program.

Employees should submit written requests to take professional development days to their supervisors for approval. The request shall include a printed or written agenda and/or printed material pertaining to the professional development. The School requests that employees submit requests to take professional development days at least 10 days for in town events and at least 30 days for out of town events. The granting of the request will be solely at the discretion of the superintendent of schools.

Q. Holidays

The School recognizes the following holidays:

- New Year's Day (January 1st)
- Martin Luther King Jr's Birthday
- Presidents' Day
- Memorial Day
- Juneteenth National Independence Day (June 19th)
- Independence Day (July 4th)
- Labor Day

- Veterans Day
- Thanksgiving Day
- The Friday after Thanksgiving
- Christmas Eve (December 24th)
- Christmas Day (December 25th)
- New Year's Eve (December 31st)
- Floating Holiday (for classified staff who accrue paid time off only to be taken by June 30, 2023)

Each year the winter break will be reviewed and the holidays determined by the beginning of the school year.

During the 2022/23 school year, the School will be extending a one-time floating holiday to classified staff who accrue paid time off according to the criteria listed in Section VIII, Sub Section R. This floating holiday is only to be taken at the discretion of the current employee with the approval of the superintendent of schools or their designee. It will be provided only through June 30, 2023. This floating holiday will not be carried over to the next school year, nor may it be cashed out if not taken or paid upon termination of employment.

Unless otherwise provided in this policy, all employees will receive time off for each observed holiday. To qualify for holiday pay, an employee must be a regular full time (thirty or more hours per week) classified employee in paid status on the working day immediately preceding or following the holiday. A holiday that falls during a classified employee's paid time off or sick time is paid as a holiday and is not deducted from paid time off for sick-leave balances. If a holiday falls on a Saturday, the preceding Friday will be treated as a holiday for pay and leave purposes. If a holiday falls on a Sunday, the following Monday will be treated as a holiday for pay and leave purposes. However, if the preceding Friday or Monday conflicts with the instructional days per the School's calendar, the holiday will be observed to align within any calendared non-instructional breaks (eg. Thanksgiving break and winter break).

R. Paid Time Off (Classified Employees)

The School's paid time off policy is intended to provide eligible classified employees with time away from work for relaxation and renewal. In order to be eligible for paid time off accrual, an employee must be a full time (thirty or more hours per week) classified exempt or nonexempt employee.

Paid time off accrual begins on the first day of employment, and employees are eligible for paid time off upon successful completion of 30 days of continuous employment. Eligible employees will accrue one day of paid time off per month in paid status (e.g. an 8 hour/day 12 month employee will earn 12 days of paid time off or 96 hours). Paid time

off accruals per pay period are displayed in the payroll system and on the employee's pay stubs.

Paid Time Off Accrual <i>Classified Staff</i>					
	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Semi Monthly Pay Period	Exempt: Per Pay Monthly Period	Total Sick Hours Accrued Per Month
Full Time	.75+	30+	4 hours/4 hours	8 hours	8 hours
Part Time	.74 or less	29 or less	not eligible	not eligible	not eligible

As a general practice, the supervisor will make an effort to approve a paid time off request that is mutually convenient for the employee and the School. A requested paid time off will be approved if the absence does not cause a disruption of service or place an undue burden on fellow employees. All paid time off requests must be made in advance of the time to be taken. Any changes to a paid time off request must be pre-approved by the supervisor at least three (3) business days prior to the start of the requested date of paid time off, except in an emergency situation. Failure to get pre-approval may result in disciplinary action. The supervisor may determine peak times in which paid time off may not be approved.

Employees may be required to use their earned paid time off hours during school recess. Paid time off can be used in increments of 1 hour and only used from the employee's available accrual. Paid time off hours cannot be advanced ahead of the earned accrual. Accrued and unused paid time off hours will roll over from year to year but are capped at one and a half times the annual rate of accrual. Employees will not accrue any additional paid time off until their balance has dropped below the annual cap.

Terminating employees (voluntary or involuntary discharge, death, end of employment agreement, etc.) will be paid all accrued and unused paid time off in their final paycheck.

S. Work Year Calendars

Each year the Board of Directors will approve the instructional and work year calendars for the new school year. Specific work days for certificated staff are determined by the School based on a return date for prep days, professional development, and final date for grade submission. The work days will be designated within the date range listed on the employment agreement.

In coordination with HR, supervisors will prepare a work year calendar displaying the first and last day of the assignment, all recess periods, and designated non-work days. For employees working less than 12 months, non-work days will be determined at the discretion of the employer, indicated on a work calendar provided to the employee, and determined so that work schedules will provide the greatest support to the School or department.

Non-work days are unpaid days based upon the employee's position and employment agreement as stated on the work year calendar. Unlike accrued leave, non-work days will not carry over from year to year.

T. Make-up Time

Nonexempt employees may choose to use make up time in order to accommodate employee scheduling needs. Employees may choose to work over 8 hours on one or more days per week, so they make up work less than 8 hours another day for personal reasons. The extra hours worked for make-up time would not be counted as overtime. Employees are not to work more than 11 hours in a single work day (without prior approval), and the make up time must all be taken and used within the pay work week. If an employee requests make-up time and has worked over 8 hours in a day earlier in the week, and their need for time off changes, the employer may still require the employee to take the planned time off to avoid unnecessary overtime. Unless otherwise approved, employees are not to work more than 40 hours per week, in which case, they will be eligible for overtime. Requests for make up time must be submitted to the supervisor in advance.

U. Suggestions

The School is always striving to improve operating procedures and encourages all employees to make suggestions to this end. We welcome suggestions on subjects such as safety; ways to improve customer service; and, how to save labor, money, energy, time, and materials. All suggestions should be submitted in writing to the appropriate supervisor who will in turn discuss them with School management. We appreciate staff suggestions that help make the School more successful.

Initial _____

Confirmation of Receipt of Handbook

I have received the School's Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with its policies and procedures, including the Schools policy for preventing discrimination, harassment and retaliation. I have been given the opportunity to ask any questions I might have about the policies in the Handbook.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School. The School reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the superintendent of schools, no manager, supervisor, or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the superintendent of schools has the authority to make any such agreement and then only in writing, signed by the CEO.

I understand and agree that nothing in the Employee Handbook creates or is intended to create a promise or representation of continued employment and that employment at the School is employment at-will; employment may be terminated at the will of either the School or myself. My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between the School and myself concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with the School.

Employee's Signature

Employee's Print Name

Date

AUGUST 2022 EMPLOYEE HANDBOOK REVISIONS

Recommended for board approval to align with new provisions and update language for clarity. Explanations for the modification are in *red*, new language added to the handbook is reflected in *blue*, and removed language is struck out.

Location	Item
Section I: Nondiscrimination Policies A. Equal Employment Opportunity	<p><i>The human resources representative that will be serving as Sage Oak Charter Schools' Title IX Coordinator and Coordinator for Nondiscrimination in Employment is modified as follows:</i></p> <p>A. Equal Employment Opportunity</p> <p>The School is an equal opportunity employer and makes employment decisions on the basis of merit. The School continually strives to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation and compensation, and discipline/dismissal practices annually. Selections for employment focus on the candidates whose training and experience most closely align with the position requirements, and fit with the School's mission, vision, and values. School policy prohibits unlawful discrimination 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), 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. It 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.</p> <p>Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship. The School's management is responsible for adherence to this policy; however, in the final analysis, attainment of this goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of everyone.</p> <p>The 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 School does not discriminate in the educational program or any activities which it operates,</p>

	<p>including employment in such programs and activities.</p> <p>In accordance with the School’s Equal Employment and Nondiscrimination Policies, the School designates the following position(s) as the Title IX Coordinator and Coordinator for Nondiscrimination in Employment:</p> <p>Candice Coffey Yvette Quillopo Director of Human Resources Senior Administrator, Employee Relations 1473 Ford Street, Suite 105 Redlands, CA 92373 HR@sageoak.education</p> <p>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 Title IX coordinator, or the superintendent of schools, or any person they feel comfortable going to who shall advise the employee or applicant about the School’s procedures for filing, investigating, and resolving any such complaint.</p> <p>Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with School policy and regulation. Individuals may use the 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 Title IX coordinator listed above or human resources (HR).</p> <p>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 supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action up to and including dismissal.</p>
<p>Section IV: Personnel Policies and Procedures R. Arbitration Agreement</p>	<p><i>The following adjustments have been made to the existing arbitration agreement to align with legal guidance.</i></p> <p>R. Mutual Arbitration Agreement This Mutual Arbitration Agreement (“Agreement”) is entered into between the School and the employee named below (“Employee”) (collectively the “Parties”).</p> <p>Agreement to Arbitrate Disputes and Claims</p>

The School and employee mutually agree to submit to binding arbitration any and all disputes or claims they could otherwise pursue in court arising from or relating to employee's recruitment to or employment with the School, or the termination of that employment, including claims against any current or former agent or employee of the School, whether the disputes or claims arise in tort, contract, or pursuant to a statute, regulation, or ordinance now in existence or which may in the future be enacted or recognized, including, but not limited to, the following:

- claims for fraud, misrepresentation, promissory estoppel, fraudulent inducement of contract or breach of contract, whether such alleged contract or obligation be oral, written, or express or implied;
- claims for wrongful termination of employment, violation of public policy and constructive discharge, infliction of emotional distress, interference with contract or prospective economic advantage, defamation, unfair business practices, invasion of privacy;
- claims for employment discrimination, retaliation or harassment
- claims for violation of local, state or federal wage and hour laws, such as non-payment or incorrect payment of wages, sick pay, commissions, bonuses, severance, employee fringe benefits, or stock options.

The School and employee understand and agree that the arbitration of the disputes and claims covered by this Agreement shall be the sole and exclusive mechanism for resolving any and all existing and future disputes or claims arising out of employee's recruitment to or employment with the School or the termination thereof, except as set forth below.

Voluntary Agreement

Employee understands that this is a voluntary agreement, meaning it is not a condition of employment or continued employment. Employee further understands that the Nonprofit is not offering any employment-related benefit in exchange for entering into this agreement.

Claims Not Covered by this Agreement

The following claims are not subject to arbitration under this Agreement: (1) claims for workers' compensation benefits, state or federal disability benefits or state unemployment benefits; (2) administrative charges or claims filed with a federal, state or local government office or agency, such as the Equal Employment Opportunity Commission ("EEOC") or any comparable state anti-discrimination agency, or the National Labor Relations Board ("NLRB"); (3) claims for sexual harassment or assault that accrued on or after March 3, 2022, or any other claims that, as a matter of law, the Parties cannot agree to arbitrate, or that would make this Agreement voidable under the Ending Forced Arbitration of Sexual Assault and Sexual Harassment Act of 2021; ~~(3)~~(4) any claims that, as a matter of law, cannot legally be subject to arbitration; ~~(4)~~(5) claims under an employee benefit or pension plan that specifies a different arbitration procedure; or ~~(5)~~(6) litigation pending in a state or federal court as of the date Employee signs this Agreement.; or ~~(6)~~ claims brought pursuant to the California Labor Code Private Attorneys General Act of 2004.

Waiver of Right to Trial

The School and employee understand and agree that the arbitration of disputes and claims under this Agreement shall be instead of a trial before a judge or jury. The School and employee understand and agree that, by signing this Agreement, they are expressly waiving, to the fullest extent permitted by law, any and all rights to a trial before a judge or jury, regarding any disputes and claims they may have that are subject to arbitration under this Agreement.

No Consolidation of Claims / Waiver of Class Claims

The School and employee agree to individualized arbitration, with claims pertaining to different employees to be heard in separate proceedings. This means that no other person shall be entitled to join or consolidate in arbitration any claim by or against other current or former School employees. As such, except as set forth above, the School and employee agree that both the School and employee hereby waive any right to bring on behalf of other persons, or to otherwise participate in, a class, collective or representative action (i.e. a type of lawsuit in which one or several persons sue on behalf of a larger group of persons).

Arbitration Procedures; Final and Binding Award

The arbitration shall be conducted by a single neutral arbitrator in accordance with the then-current Employment Arbitration and Mediation Procedures of the American Arbitration Association (“AAA”), which can be viewed at <http://www.adr.org/employment>. The School will provide the employee with a copy of these rules upon request. The arbitration shall take place in the county of the state in which the employee is or was last employed by the School, unless the School and the employee mutually agree on a different location. All parties shall be entitled to engage in reasonable pre-hearing discovery to obtain information to prosecute or defend the asserted claims. Any disputes between the parties regarding the nature or scope of discovery shall be decided by the arbitrator. The arbitrator shall hear and issue a written ruling upon any motions brought by either party, including but not limited to, motions for summary judgment or summary adjudication of issues.

After the hearing, the arbitrator shall issue a written decision setting forth the award, if any, and explaining the basis therefore. The arbitrator shall have the power to award any type of relief that would be available in court. The arbitrator’s award shall be final and binding upon the parties and may be entered as a judgment in any court of competent jurisdiction. In the event of any conflict in the arbitration procedures set forth in this Agreement and the AAA rules specified above, the AAA rules shall control.

Notwithstanding the foregoing, and regardless of what is provided by AAA’s rules, the arbitrator will not have authority or jurisdiction to consolidate claims of different employees into one proceeding, nor shall the arbitrator have authority or jurisdiction to hear the arbitration as a class, collective or representative action.

Governing Law

The School and employee understand and agree that any disputes and claims to be arbitrated under this Agreement shall be governed by the laws of the state in which the employee was employed at the time the arbitrable disputes or claims arose. This Agreement is governed by the Federal Arbitration Act. The School and employee intend that this Agreement be limited to those claims that may legally be subject to a pre-dispute arbitration agreement under applicable law. A court construing this Agreement may therefore modify or interpret it to render it enforceable.

	<p>Costs of Arbitration The School and employee agree that the School will bear the arbitrator’s fee and any other type of expenses or cost that the employee would not be required to bear if they were free to bring the disputes or claims in court. Otherwise, the School and employee shall each bear their own attorneys’ fees and costs incurred in connection with the arbitration. The arbitrator shall have the authority to award attorneys’ fees and costs as required or permitted by applicable law. If there is a dispute as to whether the School or employee is the prevailing party in the arbitration, the arbitrator will decide the issue.</p> <p>Severability The School and employee understand and agree that if any term or portion of this Agreement shall, for any reason, be held to be invalid or unenforceable or to be contrary to public policy or any law, then the remainder of this Agreement shall not be affected by such invalidity or unenforceability but shall remain in full force and effect, as if the invalid or unenforceable term or portion thereof had not existed within this Agreement.</p> <p>Complete Agreement The School and employee understand and agree that this Agreement contains the complete agreement between the School and employee regarding the subjects covered in it; that it supersedes any and all contrary prior representations and agreements between the School and employee on these subjects, if any; and that it may be modified only in writing, expressly referencing this Agreement and employee by full name, and signed by an authorized representative of the School and the employee.</p> <p>Acknowledgement Knowing and Voluntary Agreement The employee has been advised to consult with an attorney of their own choosing before signing this Agreement. The employee agrees to read this Agreement carefully and understands that by signing it, they are waiving all rights to a trial or hearing before a judge or jury with respect to any and all disputes and claims regarding employee’s employment with the School or the recruitment to or termination thereof that are subject to arbitration under this Agreement.</p>
<p>Section VIII: Leaves, Vacation, and Holidays B. Paid Sick Leave</p>	<p><i>Adjustments to the following section align with the employer’s ability to set a two hour minimum of sick hours to be used as permitted per the state of California, plus additional clarification regarding the responsibilities of the employee and information clarifying what constitutes the abuse of sick leave.</i></p> <p>B. Paid Sick Leave Paid sick leave may be used for an employee’s own illness, for preventative care or diagnosis, care or treatment of an existing health condition, or time off to care for an ill or injured family member or dependents, which include children, parents, spouse, registered domestic partner, grandparents, grandchildren, siblings and those related to the employee by blood or affinity equivalent. Sick leave may also be used when an employee needs to manage matters surroundings domestic violence, sexual assault, stalking or when their worksite or their child’s school or</p>

daycare closes due to public health emergencies. Employees using extended sick leave (in excess of three (3) days) must submit a request at least two weeks before the extended leave.

Employees requesting sick leave may be required to submit a health care provider's statement or, in cases of individuals with sincerely held religious beliefs in faith healing or comparable religious practices, a statement authorized under EEOC guidelines, stating the reason for absence and dates of illness. Employees absent more than three (3) days may be required to submit a health care provider's statement or note that the employee is fit for return to service.

Employees will be paid their regular compensation when using paid sick days. Sick leave hours will not be advanced ahead of the earned accrual.

Employees may use a minimum of ~~a half~~ **two** hours of paid sick leave at a time, which will be deducted from the employee's accrual balance. **While maintaining this minimum, sick hours used must align with any work related obligation that the employee is unable to attend due to use of leave as outlined in this policy. Employees should confirm with their supervisor the number of sick hours to utilize if not using a full eight (8) hours of sick leave to cover an absence.** Paid sick day balances are available for employee review through the payroll system and on pay stubs. For all hours submitted as sick leave, the time will be uninterrupted and the work day schedule will not need to be adjusted to accommodate the absence.

Employees returning from sick leave are responsible for recovering content shared during a missed meeting, completing a missed training session or sessions, and for meeting deadlines as established by their supervisor.

Accrued, but unused sick days are not paid out by the School at the time of separation. However, employees who terminate employment and are rehired within one (1) year of termination (or 6 months for employees working in the city of San Diego) regain their previously unused accrued sick leave.

Any employee who continues to be absent after their sick leave accrual has been exhausted may have a payroll deduction equivalent to the number of hours absent. Salaried employees will only have full day absences deducted from their paycheck once their sick leave accrual is exhausted.

Abuse of sick leave would be considered the utilization of sick leave for reasons other than those stated in state law or in this policy. Abuse of sick leave occurs when an employee misrepresents the actual reason for taking sick leave, using sick leave for unauthorized purposes, failure to report sick leave, and may include chronic, persistent or patterned use of sick leave. Abuse of the following sick leave policy will not be tolerated and may be grounds for discipline including termination.

Section VIII:
Leaves,
Vacation, and
Holidays
Q. Holidays

The copy of the employee handbook that was brought to the board and shared with staff in June 2022 accurately reflected the following holiday removal. However, the summary of revisions did not reflect the holiday struck out as seen below. In an effort to be transparent for the board and all employees, this information has been brought to the board in August 2022. As a result of removing the holiday in June, the board already approved extending classified staff who accrue paid time off a floating holiday in lieu of the removed holiday for the 2022/23 school year. Once recognized by the state of California per Education Code 37220, Sage Oak will add Columbus Day/Indigenous Peoples' Day back to the list of observed holidays.

Q. Holidays

The School recognizes the following holidays:

- New Year's Day (January 1st)
- Martin Luther King Jr's Birthday
- Presidents' Day
- Memorial Day
- Juneteenth National Independence Day (June 19th)
- Independence Day (July 4th)
- Labor Day
- ~~Columbus Day/Indigenous Peoples' Day~~
- Veterans Day
- Thanksgiving Day
- The Friday after Thanksgiving
- Christmas Eve (December 24th)
- Christmas Day (December 25th)
- New Year's Eve (December 31st)
- Floating Holiday (for classified staff who accrue paid time off only to be taken by June 30, 2023)

Each year the winter break will be reviewed and the holidays determined by the beginning of the school year.

During the 2022/23 school year, the School will be extending a one-time floating holiday to classified staff [who accrue paid time off according to the criteria listed in Section VIII, Sub Section R](#). This floating holiday is only to be taken at the discretion of the current employee with the approval of the superintendent of schools or his/her designee. It will be provided only through June 30, 2023. This floating holiday will not be carried over to the next school year, nor may it be cashed out if not taken or paid upon termination of employment.

Employee Name: _____ Employee Signature: _____ Date: _____

Coversheet

Consent - Policy Development

Section: XI. Consent
Item: D. Consent - Policy Development
Purpose: Vote
Submitted by:

Related Material:

Sage Oak BUS Revised Board Policies August 8, 2022.pdf
SO - 1010 Civility Policy - Google Docs.pdf
SO - 1010 Civility Policy - Redline Version 8_8_2022.pdf
SO - 1020 Field Trip Policy - Google Docs.pdf
SO - 1020 Field Trip Policy - Redline Version 8-8-22.pdf
SO - 1035 Access to Public Records Policy .docx - Google Docs.pdf
SO - 1035 Access to Public Records Policy .docx - Redline Version 8_8_2022.pdf
SO - 5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy - Google Docs.pdf
redline SO - 5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy - Google Docs.pdf
SO- 6005 Sage Oak Parent and Family Engagement Policy - Google Docs.pdf
SO- 6005 Sage Oak Parent and Family Engagement Policy - Redline Version 8_8_2022.pdf
SO - 6010 Independent Study Policy - Google Docs.pdf
SO - 6010 Independent Study Policy - Redline Version 8_8_2022.pdf
SO - 6025 Section 504 Policy - Google Docs.pdf
SO - 6025 Section 504 Policy - Redline Version 8_8_2022.pdf
SO - 6030 Education for Foster and Mobile Youth Policy - Google Docs.pdf
SO - 6030 Education for Foster and Mobile Youth Policy - Redline Version 8_8_2022.pdf
SO - 6040 Local Assessment Policy - Google Docs.pdf
SO - 6040 Local Assessment Policy - Redline Version 8_8_2022.pdf
SO - 6050 Virtual Proctoring Policy - Google Docs.pdf
SO - 6050 Virtual Proctoring Policy - Redline Version 8_8_2022.pdf
SO - 6055 Educational Activity Policy - Google Docs.pdf
SO - 6055 Educational Activity Policy - Redline Version 8_8_2022.pdf
SO- 6060 Special Education Assessment Request Policy - Google Docs.pdf
redline SO- 6060 Special Education Assessment Request Policy - Google Docs.pdf
SO - 6070 Special Education Independent Educational Evaluation Policy - Google Docs.pdf
redline SO- 6060 Special Education Assessment Request Policy - Google Docs (1).pdf
SO - 6075 Special Education Certificate of Completion Policy - Google Docs.pdf
redline SO - 6075 Special Education Certificate of Completion Policy - Google Docs.pdf
SO - 6115 Attendance, Support, and Involuntary Removal Policy - Google Docs.pdf
SO - 6115 Attendance, Support, and Involuntary Removal Policy - Redline Version 8_8_2022.pdf
SO- 6115 - E.1 Student Re-Engagement- First Notification - Google Docs.pdf
SO- 6115 - E.1 Student Re-Engagement- First Notification - Redline Version 8_8_2022.pdf
SO-6115-E.2 Student Re-Engagement - Second Notification - Google Docs.pdf
SO- 6115 - E.2 Student Re-Engagement - Second Notification - Redline Version 8_8_2022.pdf
SO- 6115 - E.3 Student Re-engagement - Third Notification - Google Docs.pdf
SO- 6115 - E.3 Student Re-engagement - Third Notification - Redline Version 8_8_2022.pdf
SO- 6115 - E.4 Student Re-Engagment - Evaluation Determination Letter - Google Docs.pdf
SO- 6115 - E.4 Student Re-Engagment - Evaluation Determination Letter - Redline Version 8_8-2022.pdf
SO- 6115 - E.5 Student Re-Engagement Notification- Withdrawal Notification - Google Docs.pdf
SO- 6115 - E.5 Student Re-Engagement Notification- Withdrawal Notification - Redline Version 8_8_2022.pdf
SO- 6115 E.6 - Student Re-Engagment Evaluation Determination Non-Removal - Google Docs (1).pdf

SO- 6115 E.6 - Student Re-Engagment Evaluation Determination Non-Removal - Google Docs (2).pdf
SO - 6120 Virtual Meeting Policy - Google Docs.pdf
SO - 6120 Virtual Meeting Policy - Redline Version 8_8_2022.pdf
SO - 6125 Report Card Policy - Google Docs (1).pdf
SO - 6125 Report Card Policy - Google Docs (2).pdf
SO - 6150 Intervention Policy - Google Docs.pdf
SO - 6150 Intervention Policy - Redline Version 8_8_2022.pdf
ARCHIVE_ SO - 6065 Special Education PIN Process for Missed Services - Google Docs.pdf

SAGE OAK CHARTER SCHOOLS

Date: August 8, 2022

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
	Education/Student Services
	Personnel Services
	Curriculum
X	Policy Development

Item Requires Board Action: X **Item is for Information Only:** _____

Item: Approval of existing board policies revised or reviewed for the 2022-2023 school year.

Background:

In order to ensure adherence with State and federal laws related to instruction, it is recommended the Board approve the following policy as presented.

REVISED

The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.

1000 Series – Community Relations

SO-1010 Civility Policy

Sage Oak is requesting that the Board approve the revisions to the Civility Policy. This policy was revised to update the possible consequences of the determination of 'uncivil' behavior by a student. It is recommended that the Board approve the revised Civility Policy.

SO -1020 Field Trip Policy

Sage Oak is requesting that the Board approve the revisions to the Field Trip Policy. This policy has been changed to reflect updated titles for the 22-23 school year. Changes were also made to update sign up processes and student teacher ratios.

It is recommended that the Board approve the revised Field Trip Policy.

SO-1035 Access to Public Records

Sage Oak is requesting that the Board approve the revisions to the Access to Public Records. This policy was revised to change any reference to the 'Executive Director' to 'Superintendent'. It is recommended that the Board approve the revised Access to Public Records.

5000 Series - Students

SO-5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Sage Oak is requesting that the Board approve the revisions to the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy. This policy was revised to change the name, title

and contract information of the new human resources representative serving as the schools' Title IX/Uniform Complaint Procedure Coordinator, Yvette Quillopo.

6000 Series - Instruction

SO -6005 Parent and Family Engagement Policy

Sage Oak is requesting that the Board approve the revisions to the Parent and Family Engagement Policy. This policy has been changed to remove language referencing the 'Learning Continuity and Attendance Plan engagement'. It is recommended that the Board approve the revised Parent and Family Engagement Policy.

SO-6010 Independent Study Policy

Sage Oak is requesting that the Board approve the revisions to the Independent Study Policy. The Independent Study Policy has been reviewed by legal and updated to reflect changes to the 2022 Budget Trailer Bill, such as the pupils for whom tiered reengagement strategies would be required. Additionally, the term 'teacher or teachers of record' was added in several sections and language was updated to state that the certificated employee designated as having responsibility for the special education programming of a pupil with an IEP, as applicable, must sign that student's Master Agreement. Additionally, a plan was added for students wishing to transition to in-person instruction. It is recommended that the Board approve the revised Independent Study Policy.

SO-6025 504 Policy

Sage Oak is requesting that the Board approve the revisions to the 504 Policy. This policy was revised to update the name and contact information for Sage Oak's 504 Coordinator and clarify language regarding who can conduct a 504 hearing. It is recommended that the Board approve the revised 504 Policy.

SO-6030 Education for Foster and Mobile Youth Policy

Sage Oak is requesting that the Board approve the revisions to the Education for Foster and Mobile Youth Policy. This policy has been changed to update the name and contact info for the 'charter school liaison'. It is recommended that the Board approve the revised Education for Foster and Mobile Youth Policy.

SO-6040 Local Assessment Policy

Sage Oak is requesting that the Board approve the revisions to the Local Assessment Policy. This policy was revised to clarify the date after which newly students would only be required to take one local diagnostic assessment. It is recommended that the Board approve the revised Local Assessment Policy.

SO-6050 Virtual Proctoring Policy

Sage Oak is requesting that the Board approve the revisions to the Virtual Proctoring Policy. This policy was revised to clarify the responsibilities of the teacher during Virtual Proctoring of Assessments. It is recommended that the Board approve the revised Virtual Proctoring Policy.

SO-6055 Educational Activity Policy

Sage Oak is requesting that the Board approve the revisions to the Educational Activity Policy. This policy has been updated to include the verbiage 'approved/required' curriculum. It is recommended that the Board approve the revised Educational Activity Policy.

SO-6060 Formal Assessment Requests

This policy was revised by legal to update language regarding formal assessment requests including clarification on the SST process and changing the titles of responsible parties.

SO-6070 SPED Independent Educational Evaluations

This policy was revised to modify the location of the independent educational evaluations to be the county of residence of the student.

SO-6075 SPED Certificate of Completion

This policy has been reviewed by legal and updated to remove the language stating the system used to send the prior written notice to the parent/guardian as well as grammatical corrections.

SO-6115 Attendance, Support, and Involuntary Removal Policy

Sage Oak is requesting that the Board approve the revisions to the Attendance, Support, and Involuntary Removal Policy. The Attendance, Support, and Involuntary Removal Policy has been reviewed by legal and updated to meet current legislative requirements related to tiered-reengagement. Language in the policy has changed to include the recourse for the various types of attendance violations including lack of work, missed meetings, missed assessment sessions, and missed special education services. In addition, the progress improvement notifications have been renamed to Student Reengagement in order to accurately reflect the purpose of the policy, which is to reengage students that need additional support. It is recommended that the Board approve the revised Attendance, Support, and Involuntary Removal Policy.

Student Reengagement Notification #1
Student Reengagement Notification #2
Student Reengagement Notification #3
Student Reengagement Notification #4
Student Reengagement Withdrawal
Student Reengagement Non-removal

SO-6120 Virtual Meeting Policy

Sage Oak is requesting that the Board approve the revisions to the Virtual Meeting Policy. This policy was revised to add language referencing Sage Oak's Attendance, Support and Involuntary Removal Policy and to identify the minimum length of time for a virtual meeting. It is recommended that the Board approve the revised Virtual Meeting Policy.

SO-6125 Report Card Policy

Sage Oak is requesting that the Board approve the revisions to the Report Card Policy. This policy has been updated to update the grade levels which will receive letter grades as well as to replace the term 'life skills' with 'physical education' An addition was also made to provide a rubric score option for students with moderate to severe disabilities. It is recommended that the Board approve the revised Report Card Policy.

SO-6150 Intervention Policy

Sage Oak is requesting that the Board approve the revisions to the Intervention Policy. This policy was revised to update the intervention services and support provided by Sage Oak Charter Schools. It is recommended that the Board approve the revised Intervention Policy.

9000 Series - Board By-Laws

SO-9250 Remuneration, Reimbursement and Other Benefits Policy

This policy was updated to revise the maximum annual increase in Board compensation

REVOKED

The following are current policies which are no longer applicable and should therefore be revoked.

6000 Series - Instruction

SO-6065 SPED Pin Process for Missed Services

It is recommended that the Board approve the revocation of this policy. The information contained in policy 6065 has been included in Policy 6115- Attendance Support and Involuntary Removal Policy.

It is recommended the Board approve the existing board policies revised or reviewed for the 2022-2023 school year.

Fiscal Impact: None.

CIVILITY POLICY

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment free environment for our students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct may include, but is not limited to:

- 1) using an inappropriately loud voice;
- 2) using profane, vulgar, or obscene words or gestures;
- 3) belittling, jeering, or taunting;
- 4) using personal epithets;
- 5) using violent or aggressive gestures or body-language;
- 6) repeatedly and inappropriately interrupting another speaker;
- 7) repeatedly demanding personal attention at inappropriate times;
- 8) purposefully and inappropriately invading personal space;
- 9) purposefully ignoring appropriate communications;
- 10) wrongfully interfering with another person's freedom of movement;
- 11) wrongfully invading another person's private possessions; or;
- 12) any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps may occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.
4. **Consequence**- If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include student suspension or expulsion, parent/guardian removal from school events and activities, and/or may result in staff discipline possibly leading up to and resulting in termination

CIVILITY POLICY

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

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- 4) using personal epithets;
- 5) using violent or aggressive gestures or body-language;
- 6) repeatedly and inappropriately interrupting another speaker;
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4. **Consequence**- ~~If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.~~ **If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include student suspension or expulsion, parent/guardian removal from school events and**

CIVILITY POLICY

activities, and/or may result in staff discipline possibly leading up to and resulting in termination

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FIELD TRIP POLICY

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Field Trip Policy and recognizes that field trips sponsored by the Charter School are an important component of a student’s personalized learning plan. Besides supplementing and enriching learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their learning to the outside world. Field trips shall be supported fiscally and encouraged as a regular part of the teaching curriculum by the Board and the Charter School.

Authority

1. The program director or designee may authorize field trips or excursions in connection with courses of instruction or school-related social, educational, cultural, athletic, or school arts and music activities, to and from places in the state or any other state for pupils enrolled in the Charter School.
2. The parent/guardian and teachers must agree that the educational activity is appropriate for the student and that it supports the student’s personalized learning plan.
3. The field trip must conform to all school policies, be approved by the teacher, and have correlating state standards
4. **NO REFUND POLICY:** Once field trip sign-ups are completed, instructional funds and parent/guardian payments will not be refunded.

Responsibilities

1. **Board of Directors** - All trips that are conducted outside the service area of the Charter Schools and involve overnight travel shall require the prior approval of the Board.
2. **Field Trip Manager** – Each field trip shall have one manager in charge of the trip. The Lead Coordinator, Community and Engagement will designate this individual. The field trip managers shall be responsible to complete the following:
 - a. Prepare a written field trip request including a complete description of the trip, preferred date, educational objective of the trip, costs and funding for the trip, transportation and chaperone plans, and a safety plan.
 - b. Ensure that all forms are properly completed and permission forms have been collected from the parent/guardian of every participating student prior to departure. Each permission slip must indicate with particularity the exact destination(s), and departure/arrival times for the field trip.

COMMUNITY RELATIONS**1020-SO****FIELD TRIP POLICY**

- c. Chaperones who oversee students without an employee of the school present must meet chaperone requirements including, but not limited to, Megan's Law Database and Live Scan fingerprinting.
 - d. Certificates of insurance are obtained from or issued to any organizations involved in the field trip, if applicable.
 - e. Establish and communicate the expectations for student behavior and staff responsibility for adult chaperones for all trips outside campus, including required equipment and procedures.
3. **Director of Education Services/Lead Coordinator, Community and Engagement-** As the persons responsible for all educational activities, it is the ultimate responsibility of the director of education services and lead coordinator, community and engagement to ensure that:
- a. Out of area and overnight field trip approval requests are sent to the Board at least 30 days prior to the trip
 - b. Chaperone groups and a communication protocol/phone tree in the event of an emergency has been established
 - c. Board approval is acquired prior to the trip, if applicable
 - d. Field trip permission forms are completed and accessible
 - e. All field trips are supervised by at least one Charter School staff person
 - f. The ratio of adults to students shall be adequate to the activities undertaken, age of the students, and specific requirements of the trip. Ratios of adults to students are :
 - i. 10:1 for drop-off overnight trips for all grade levels
 - ii. 10:1 for drop-off day trips for students in grades K-8
 - iii. 15:1 for drop-off day trips for students in grades 9-12
 - g. Payment is made on time

Participation

1. Approved participants for the trip shall include only students who are currently enrolled (on the date of the trip), siblings of a participating student, parents/guardians, or other approved adult chaperones, Charter School employees and members of an employee's family.
2. Field trip attendance is a privilege that may be revoked by the director of education services/lead coordinator, community and engagement based on student behavior or whose presence on the trip would pose a safety or disciplinary risk.

School-Wide Field TripsSchool-Wide Field Trip Procedure:

COMMUNITY RELATIONS**1020-SO****FIELD TRIP POLICY**

Definition: A School-Wide field trip is a trip coordinated and set-up by the field trip manager that is open to any student in the school.

Prior to Trip:

The field trip manager will seek approval of the trip from the lead coordinator, community and engagement who will ensure enough funding if instructional funds are being used.

1. Field trip manager will set-up field trip days/times/costs with the community provider.
2. Field trip manager will advertise field trips to the families.
3. Field trip manager will submit a PO.
4. Families will sign up through the school's field trip sign up system
5. Families will submit payment for any privately paying siblings or adults to the school by the given deadline with payment being made to the school's non-profit account.
6. Field trip manager will finalize the list of all attendees by creating two lists: one for Charter School students and one for private paying students.
7. Field trip manager will encumber budgets and submit to the lead coordinator, community and engagement at least two weeks prior to the trip.
8. Field trip manager will ensure payment to the community provider for Charter School students through the ordering system and all private paying participants through the non-profit account.

After the Trip:

1. Teachers whose students attended the trip will include learning from the field trip description in their assignment and work record.
2. The field trip manager and lead coordinator, community and engagement, along with business services will rectify the non-profit account to ensure monies received match monies paid.

Funding

1. No student of the Charter School shall be prevented from participating in a field trip or excursion because of lack of sufficient family funds or a physical disability.
2. Parents/guardians and non-enrolled siblings attending a specified field trip must pay for their own trip. Credit card/Paypal payments only. NO CASH WILL BE ACCEPTED

Parental/Guardian Notification and Permission

1. Parents/guardians should be notified at least two (2) weeks in advance of day field trips unless there are special circumstances approved by the director of education services/lead coordinator, community and engagement.
2. Parents/guardians should be notified at least four (4) weeks in advance of overnight field trips. The purpose of this notice is to inform parents/guardians of any special items, i.e.,

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sleeping bags, etc. they may need to borrow or purchase in order to outfit their student appropriately and to notify parents/guardians of estimated costs to allow time to budget for their financial contribution.

Records

1. The Charter School office shall maintain field trip records for each trip. Files may include trip approval, itineraries, permission slips, and criminal background (fingerprint) clearance records for adult volunteers.

Safety and First Aid

1. The lead coordinator, community and engagement shall ensure that the field trip manager develops plans that provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other Charter School employees and parents/guardians may also be asked to participate in this supervision and be required to attend preparatory training sessions and/or meetings.
2. While conducting a trip, the teacher, employee, or agent of the Charter School shall have the Charter School's first aid kit in their possession or immediately available.
3. Before trips of more than one day, the director of education services or designee shall hold a meeting for staff, parents/guardians, and students to discuss safety and the importance of safety-related rules for the trip. For non-certificated adults who will assist in supervising students on the trip, the director of education services or designee may also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs.

Chaperones

1. If agreement has been reached with the director of education services/lead coordinator, community and engagement, volunteers may chaperone students on field trips if they have complied with all Charter School requirements pertaining to the chaperoning of students. Certificated staff must remain reasonably proximate to volunteer chaperones at all times.
2. Chaperones must:
 - a. Comply with school volunteer requirements including but not limited to Live Scan fingerprinting (at least 10 days in advance of overnight or out-of-county trips) and Megan's Law Database;
 - b. Be familiar with Charter School policy before attending the field trip;

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- c. Be responsible adults above the age of majority and approved by the field trip manager;
- d. Ensure that no adults or students partake of any alcohol or illegal substances;
- e. Ensure there will be no smoking on the part of chaperones or students;
- f. Understand that they share responsibility for the actions of their charges. Any damage inflicted on property or persons will be the responsibility of the students and chaperones of the students that committed the offense. Any agreement to make restitution will be the responsibility of the chaperones;
- g. Be responsible for ensuring that students on overnight trips are in their rooms at a set curfew time, not roaming the site creating noise or infringing on the rights of other patrons.

Overnight and Out-of-Area Field Trips

In addition to the responsibilities listed above, the following requirements apply to overnight and out of area field trips:

1. For all overnight field trips, complete the internal approval document and send it to the Director of Education Services and Lead Coordinator, Community and Engagement to review and approve.
2. The field trip manager must also prepare a Request for Overnight Field Trip Form and submit it to the Board for approval.
3. All overnight field trips must be accompanied by at least one certificated staff person,
4. The ratio of adults to students shall be adequate to the activities undertaken, age of the students, and specific requirements of the trip. Ratios of adults to students are 10:1 for overnight trips.
5. If students will be divided into smaller chaperoned groups on the trip, a certificated staff person must remain reasonably proximate to each group throughout the trip.
6. An affirmation that parent/guardian permission forms are on file for all students participating. The Request for Overnight Field Trip Form must be signed by the lead chaperone, field trip manager education services or designee director, program director or designee, and approved by the Board.

COMMUNITY RELATIONS**1020-SO****FIELD TRIP POLICY**

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Authority

1. The program director or designee may authorize field trips or excursions in connection with courses of instruction or school-related social, educational, cultural, athletic, or school arts and music activities, to and from places in the state or any other state for pupils enrolled in the Charter School.
2. The parent/guardian and teachers must agree that the educational activity is appropriate for the student and that it supports the student’s personalized learning plan.
3. The field trip must conform to all school policies, be approved by the teacher, and have correlating state standards ~~posted prior to the event.~~
4. **NO REFUND POLICY:** Once field trip sign-ups are completed, instructional funds and parent/guardian payments will not be refunded.

Responsibilities

1. **Board of Directors** - All trips that are conducted outside the service area of the Charter Schools and involve overnight travel shall require the prior approval of the Board.
2. **Field Trip ~~Manager~~ ~~Coordinator~~**— Each field trip shall have one ~~manager~~ ~~coordinator~~ in charge of the trip. The ~~Lead Coordinator, Community and Engagement program director~~ will designate this individual. The field trip ~~manager~~~~coordinator~~ shall be responsible to complete the following:
 - a. Prepare a written field trip request including a complete description of the trip, preferred date, educational objective of the trip, costs and funding for the trip, transportation and chaperone plans, and a safety plan.
 - b. Ensure that all forms are properly completed and permission forms have been collected from the parent/guardian of every participating student prior to departure. Each permission slip must indicate with particularity the exact destination(s), and departure/arrival times for the field trip.

COMMUNITY RELATIONS**1020-SO****FIELD TRIP POLICY**

- c. Chaperones who oversee students without an employee of the school present must meet chaperone requirements including, but not limited to, Megan's Law Database and Live Scan fingerprinting.
 - d. Certificates of insurance are obtained from or issued to any organizations involved in the field trip, if applicable.
 - e. Establish and communicate the expectations for student behavior and staff responsibility for adult chaperones for all trips outside campus, including required equipment and procedures.
3. **Director of Education Services/Lead Coordinator, Community and Engagement-** As the persons responsible for all educational activities, it is the ultimate responsibility of the director of education services **and lead coordinator, community and engagement** to ensure that:
- a. Out of area and overnight field trip approval requests are sent to the Board at least 30 days prior to the trip
 - b. Chaperone groups and a communication protocol/phone tree in the event of an emergency has been established
 - c. Board approval is acquired prior to the trip, **if applicable**
 - d. Field trip permission forms are completed and accessible
 - e. All field trips are supervised by at least one Charter School staff person
 - f. The ratio of adults to students shall be adequate to the activities undertaken, age of the students, and specific requirements of the trip. Ratios of adults to students are :
 - i. 10:1 for drop-off overnight trips for all grade levels
 - ii. ~~10:1~~ for drop-off day trips for students in grades K-8
 - iii. ~~and 15:1~~ for drop-off day trips for students in grades 9-12
 - g. Payment is made on time

Participation

1. Approved participants for the trip shall include only students who are currently enrolled (on the date of the trip), siblings of a participating student, parents/guardians, or other approved adult chaperones, Charter School employees and members of an employee's family.
2. Field trip attendance is a privilege that may be revoked by the director of education services/**lead coordinator, community and engagement** based on student behavior or whose presence on the trip would pose a safety or disciplinary risk.

School-Wide Field TripsSchool-Wide Field Trip Procedure:

COMMUNITY RELATIONS**1020-SO****FIELD TRIP POLICY**

Definition: A School-Wide field trip is a trip coordinated and set-up by the field trip ~~manager~~ ~~coordinator~~ that is open to any student in the school.

Prior to Trip:

The field trip ~~manager~~ ~~coordinator~~ will seek approval of the trip from the ~~lead coordinator,~~ ~~community and engagement~~ ~~director of education services,~~ who will ensure enough funding if instructional funds are being used.

1. Field trip ~~manager~~ ~~coordinator~~ will set-up field trip days/times/costs with the community provider.
2. Field trip ~~manager~~ ~~coordinator~~ will advertise field trips to the families.
3. Field trip ~~manager~~ ~~coordinator~~ will submit a PO, ~~instructional learning set-up form,~~ ~~course description,~~ and ~~goals and objectives.~~
4. Families will ~~sign up through the school's field trip sign up system~~ ~~seek teacher approval~~ and ~~teachers will contact the coordinator with permission to attend after verifying budgets.~~
5. Families will submit payment for any ~~privately~~ ~~private~~ paying siblings or adults to the school by the given deadline with payment being made to the school's non-profit account.
6. Field trip ~~manager~~ ~~coordinator~~ will finalize the list of all attendees by creating two lists: one for Charter School students and one for private paying students.
7. Field trip ~~manager~~ ~~coordinator~~ will encumber budgets and submit to the ~~lead~~ ~~coordinator,~~ ~~community and engagement~~ ~~director of education services~~ at least two weeks prior to the trip.
8. Field trip ~~manager~~ ~~coordinator~~ will ensure payment to the community provider for Charter School students through the ordering system and all private paying participants through the non-profit account.

After the Trip:

1. Teachers whose students attended the trip will include learning from the field trip description in their assignment and work record.
2. The field trip ~~manager and lead coordinator,~~ ~~community and engagement,~~ ~~along with~~ ~~business services~~ ~~coordinator~~ will rectify the non-profit account to ensure monies received match monies paid.

Funding

1. No student of the Charter School shall be prevented from participating in a field trip or excursion because of lack of sufficient family funds or a physical disability.
2. Parents/guardians ~~and non-enrolled,~~ ~~siblings~~ ~~and approved chaperones~~ attending a specified field trip must pay for their own trip. Credit card/Paypal payments only. NO CASH WILL BE ACCEPTED

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Parental/Guardian Notification and Permission

1. Parents/guardians should be notified at least two (2) weeks in advance of day field trips unless there are special circumstances approved by the director of education services/**lead coordinator, community and engagement**.
2. Parents/guardians should be notified at least four (4) weeks in advance of overnight field trips. The purpose of this notice is to inform parents/guardians of any special items, i.e., ~~down~~ sleeping bags, etc. they may need to borrow or purchase in order to outfit their student appropriately and to notify parents/guardians of estimated costs to allow time to budget for their financial contribution.

Records

1. The Charter School office shall maintain field trip records for each trip. Files may include trip approval, itineraries, permission slips, and criminal background (fingerprint) clearance records for adult volunteers.

Safety and First Aid

1. The **lead coordinator, community and engagement** ~~director of education services~~ shall ensure that the field trip **manager coordinator** develops plans that provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other Charter School employees and parents/guardians may also be asked to participate in this supervision and be required to attend preparatory training sessions and/or meetings.
2. While conducting a trip, the teacher, employee, or agent of the Charter School shall have the Charter School's first aid kit in their possession or immediately available.
3. Before trips of more than one day, the director of education services or designee shall hold a meeting for staff, parents/guardians, and students to discuss safety and the importance of safety-related rules for the trip. For non-certificated adults who will assist in supervising students on the trip, the director of education services or designee may also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs.

Chaperones

1. If agreement has been reached with the director of education services/**lead coordinator, community and engagement**, volunteers may chaperone students on field trips if they have complied with all Charter School requirements pertaining to the chaperoning of

COMMUNITY RELATIONS**1020-SO****FIELD TRIP POLICY**

students. Certificated staff must remain reasonably proximate to volunteer chaperones at all times.

2. Chaperones must:
 - a. Comply with school volunteer requirements including but not limited to Live Scan fingerprinting (at least 10 days in advance of overnight or out- of-county trips) and Megan's Law Database;
 - b. Be familiar with Charter School policy before attending the field trip;
 - c. Be responsible adults above the age of majority and approved by the field trip ~~manager~~ **coordinator**;
 - d. Ensure that no adults or students partake of any alcohol or illegal substances;
 - e. Ensure there will be no smoking on the part of chaperones or students;
 - f. Understand that they share responsibility for the actions of their charges. Any damage inflicted on property or persons will be the responsibility of the students and chaperones of the students that committed the offense. Any agreement to make restitution will be the responsibility of the chaperones;
 - g. Be responsible for ensuring that students on overnight trips are in their rooms at a set curfew time, not roaming the site creating noise or infringing on the rights of other patrons.

Overnight and Out-of-Area Field Trips

In addition to the responsibilities listed above, the following requirements apply to overnight and out of area field trips:

1. For all overnight field trips, complete the internal approval document and send it to the Director of Education Services ~~(or designee)~~ and **Lead Coordinator, Community and Engagement** ~~Education Services Coordinator~~ to review and approve.
2. The field trip ~~manager~~ **coordinator** must also prepare a Request for Overnight Field Trip Form and submit it to the Board for approval.
3. All overnight field trips must be accompanied by at least one certificated staff person, ~~including athletic field trips.~~
4. The ratio of adults to students shall be adequate to the activities undertaken, age of the students, and specific requirements of the trip. Ratios of adults to students are 10:1 for overnight trips.
5. If students will be divided into smaller chaperoned groups on the trip, a certificated staff person must remain reasonably proximate to each group throughout the trip.
6. An affirmation that parent/guardian permission forms are on file for all students participating. The Request for Overnight Field Trip Form must be signed by the lead chaperone, field trip ~~manager~~ **coordinator**, ~~education services or designee~~ director, program director or designee, and approved by the Board.

COMMUNITY RELATIONS**1035-SO****ACCESS TO PUBLIC RECORDS POLICY**

The Sage Oak Charter Schools Board of Directors recognizes the right of citizens to have access to public records. The Board intends for schools to provide any person reasonable access to the public records during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

Requests for public records shall be made to the office of the Superintendent. The Superintendent or designee may then determine the most appropriate employee of Sage Oak Charter Schools (“SOCS”) to assist in assembling any public records for production.

Any person may request a copy of any public record open to the public and not exempt from disclosure. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable statutes. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the Superintendent or designee shall reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor.

Sage Oak Charter Schools shall assist the requestor in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If the Superintendent or designee is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requester that will help identify the record(s), this requirement will be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the California Public Records Act (Government Code Section 6250 *et seq.*) shall not be construed so as to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

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SOCS may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of Superintendents at \$.10 per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does **not** include the cost of locating, retrieving, or inspecting records.

When a request requires data compilation, extraction, or programming to produce the record, the Requestor shall bear the cost of producing a copy of the record, including the cost to construct a record, and the cost of programming and computer services.

Requests to waive associated fees related to the direct cost of duplication shall be submitted to the Superintendent's office.

In response to a request for public records sent or received on an employee's personal devices or accounts, SOCS shall disclose all public records that can be located with reasonable effort and that are otherwise subject to disclosure under the California Public Records Act. SOCS's search for such public records shall be reasonably calculated to locate responsive documents. To fulfill such a request for public records, employees of SOCS may be asked to search for and disclose all responsive disclosable public records maintained on the employee's personal devices or accounts.

Within ten (10) days of receiving any request for a copy of records, the Superintendent or designee shall determine whether the request seeks copies of disclosable public records in the possession of SOCS, shall promptly inform the person making the request of SOCS's intent to comply with the request, and shall indicate the date that the disclosable public records shall be made available.

In unusual circumstances, the Superintendent may extend the 10-day time period for an additional 14 days by providing written notice to the requestor and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;
3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the

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request, or among two or more components of SOCS having substantial subject matter interest therein;

4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, at a mutually agreeable time, during normal business hours, to the public records of Sage Oak Charter Schools within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then Sage Oak Charter Schools must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

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The Sage Oak Charter Schools Board of Directors recognizes the right of citizens to have access to public records. The Board intends for schools to provide any person reasonable access to the public records during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

Requests for public records shall be made to the office of the ~~Superintendent~~~~Executive Director~~. The ~~Superintendent~~~~Executive Director~~ or designee may then determine the most appropriate employee of Sage Oak Charter Schools (“SOCS”) to assist in assembling any public records for production.

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Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Sage Oak Charter Schools ("Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of all acts related to school activity or school attendance at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means.

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

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

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

Notification

When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this

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policy, and all notices, reports, and statements pertaining to this policy will be translated into the primary language and will be provided to the parent/guardian of any such students in their primary language.

This policy shall be made readily accessible in a prominent location on the Charter School's existing internet website in a manner that is easily accessible to parents/guardians and pupils. The Charter School shall post the following Title IX requirements in a prominent and conspicuous location on the existing web page:

1. The name and contact information of the Title IX coordinator that public school, school district, county office of education, or charter school which shall include the Title IX coordinator's phone number and email address.
2. The rights of a pupil and the public and the responsibilities of public school, school district, county office of education, or charter school under Title IX, which shall include, but shall not be limited to, internet web links to information about those rights and responsibilities located on the internet websites of the department's Office of Equal Opportunity and the U.S. Department of Education (ED) Office of Civil Rights (OCR), and the list of rights specified in Education Code section 221.8.
3. A description of how to file a complaint under Title IX, which must include all of the following:
 - a. an explanation of the statute of limitations within which a complain must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
 - b. an explanation of how the complaint will be investigated and how the complainant may further pursue the complaint including, but not limited to, internet web links to this information on the U.S. ED OCR's internet web site.
 - c. an internet web link to the U.S. ED OCR complaints form, and the contact information for the office, which shall include the phone number and email address for the office.
4. The link to the CDE's Title IX information.

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

Yvette Quillopo, Senior Administrator, Employee Relations
Title IX/Uniform Complaint Procedure Coordinator
(888) 435-4445
hr@sageoak.education
1473 Ford Street, Suite 105
Redlands, CA 92373

Definitions

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Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

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

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
2. submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or
4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

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

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

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act.

Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational

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environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.

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

Electronic act means the creation and 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:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Website including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above. *"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a

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fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of “cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - c. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment.

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

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

Charter School advises students:

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

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- d. To consider how it would feel receiving such comments before making comments about others online.

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

2. Education

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

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

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

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

3. Professional Development

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

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

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

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

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

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for students.

Grievance Procedures**Scope of Grievance Procedures**

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

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

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

Reporting

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

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

Ms. Candice Coffey, Director of Human Resources
Title IX/Uniform Complaint Procedure Coordinator
(760) 494-9646; 207
ccoffey@sageoak.education
1473 Ford Street, Suite 105
Redlands, CA 92373

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

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

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

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

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

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

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

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

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campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

Investigation and Response

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

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

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

1. Notice of the Allegations

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

2. Emergency Removal

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- a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
 - b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
3. Informal Resolution
- a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
 - i. Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - a. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
4. Investigation Process
- a. The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - b. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to

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good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - d. The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
5. Dismissal of a Formal Complaint of Sexual Harassment
- a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.
 - b. Charter School may dismiss a formal complaint of sexual harassment if:
 - i. The complainant provides a written withdrawal of the complaint to the Coordinator;
 - ii. The respondent is no longer employed or enrolled at Charter School; or
 - iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - c. If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
6. Determination of Responsibility
- a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

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- b. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - i. The allegations in the formal complaint of sexual harassment;
 - ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - iii. The findings of facts supporting the determination;
 - iv. The conclusions about the application of Charter School's code of conduct to the facts;
 - v. The decision and rationale for each allegation;
 - vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - vii. The procedures and permissible bases for appeals.

Consequences

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

Right of Appeal

Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chief Executive Officer, who will review the investigation and render a final decision.

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

- a. The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- b. Charter School will notify the other party in writing when an appeal is filed.
- c. The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

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

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

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

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**Title IX, Harassment, Intimidation, Discrimination & Bullying
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date

Print Name

To be completed by the Charter School:

Received by: _____

Date _____

Follow up meeting with complainant held on: _____

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Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Sage Oak Charter Schools ("Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of all acts related to school activity or school attendance at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means.

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

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

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

Notification

When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this

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policy, and all notices, reports, and statements pertaining to this policy will be translated into the primary language and will be provided to the parent/guardian of any such students in their primary language.

This policy shall be made readily accessible in a prominent location on the Charter School's existing internet website in a manner that is easily accessible to parents/guardians and pupils. The Charter School shall post the following Title IX requirements in a prominent and conspicuous location on the existing web page:

1. The name and contact information of the Title IX coordinator that public school, school district, county office of education, or charter school which shall include the Title IX coordinator's phone number and email address.
2. The rights of a pupil and the public and the responsibilities of public school, school district, county office of education, or charter school under Title IX, which shall include, but shall not be limited to, internet web links to information about those rights and responsibilities located on the internet websites of the department's Office of Equal Opportunity and the U.S. Department of Education (ED) Office of Civil Rights (OCR), and the list of rights specified in Education Code section 221.8.
3. A description of how to file a complaint under Title IX, which must include all of the following:
 - a. an explanation of the statute of limitations within which a complain must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
 - b. an explanation of how the complaint will be investigated and how the complainant may further pursue the complaint including, but not limited to, internet web links to this information on the U.S. ED OCR's internet web site.
 - c. an internet web link to the U.S. ED OCR complaints form, and the contact information for the office, which shall include the phone number and email address for the office.
4. The link to the CDE's Title IX information.

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

Yvette Quillopo, Senior Administrator, Employee Relations ~~Ms. Candice Coffey, Director of Human Resources~~

Title IX/Uniform Complaint Procedure Coordinator

~~(888) 435-4445/760) 494-9646; 207~~

~~hrc Coffey@sageoak.education~~

1473 Ford Street, Suite 105

Redlands, CA 92373

STUDENT SERVICES**5015-SO****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****Definitions****Prohibited Unlawful Harassment**

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

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

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
2. submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or
4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

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

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

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act.

Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational

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environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.

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

Electronic act means the creation and 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:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Website including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above. *"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a

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fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of “cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - c. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment.

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

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

Charter School advises students:

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

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- d. To consider how it would feel receiving such comments before making comments about others online.

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

2. Education

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

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

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

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

3. Professional Development

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

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

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

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

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

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for students.

Grievance Procedures**Scope of Grievance Procedures**

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

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

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

Reporting

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

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

Ms. Candice Coffey, Director of Human Resources
 Title IX/Uniform Complaint Procedure Coordinator
 (760) 494-9646; 207
 ccoffey@sageoak.education
 1473 Ford Street, Suite 105
 Redlands, CA 92373

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

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

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

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

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

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

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

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

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campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

Investigation and Response

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

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

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

1. Notice of the Allegations

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

2. Emergency Removal

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- a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
 - b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
3. Informal Resolution
- a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
 - i. Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - a. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
4. Investigation Process
- a. The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - b. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to

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good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - d. The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
5. Dismissal of a Formal Complaint of Sexual Harassment
- a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.
 - b. Charter School may dismiss a formal complaint of sexual harassment if:
 - i. The complainant provides a written withdrawal of the complaint to the Coordinator;
 - ii. The respondent is no longer employed or enrolled at Charter School; or
 - iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - c. If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
6. Determination of Responsibility
- a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

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- b. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - i. The allegations in the formal complaint of sexual harassment;
 - ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - iii. The findings of facts supporting the determination;
 - iv. The conclusions about the application of Charter School's code of conduct to the facts;
 - v. The decision and rationale for each allegation;
 - vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - vii. The procedures and permissible bases for appeals.

Consequences

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

Right of Appeal

Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chief Executive Officer, who will review the investigation and render a final decision.

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

- a. The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- b. Charter School will notify the other party in writing when an appeal is filed.
- c. The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

Sage Oak Charter Schools
Policy Adopted: August 15, 2019
Policy Revised: August 8, 2022 ~~September 13, 2021~~
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TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

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

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

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

STUDENT SERVICES

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TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

**Title IX, Harassment, Intimidation, Discrimination & Bullying
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date

Print Name

To be completed by the Charter School:

Received by: _____

Date _____

Follow up meeting with complainant held on: _____

Education Services**SO-6005****PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY**

Sage Oak Charter Schools (“SOCS” or the “Charter School”) has developed a written Parent/Guardian and Family Engagement Policy (“Policy”) with input from Title I parents/guardians and families. SOCS has distributed the Policy to parents/guardians of Title I students by posting it on the school website and including it in the Parent/Guardian and Student Handbook. This Policy describes the means for carrying out the following Title I parent/guardian and family engagement requirements.

SOCS Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent/guardian and family involvement, SOCS has established the following practices:

1. SOCS involves parents/guardians and family members in the joint development of the Charter School’s Parent/Guardian and Family Engagement Plan.
 - a. Community meetings
 - b. Schoolsite Council
 - c. Community Partner surveys
2. SOCS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School. This is accomplished through planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents/guardians and family members in education.
 - a. Parent/guardian trainings and webinars
 - b. Marketing coordinator
 - c. School-parent/guardian compact
 - d. Local Control Accountability Plan
3. SOCS coordinates and integrates parent/guardian and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - a. ELAC
 - b. Title 1, Part A
 - c. Local Control Accountability Plan
4. SOCS conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
 - a. Community Partner surveys

Education Services**SO-6005**

PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY

- b. Local Control Accountability Plan/
 - c. Revisiting the parent/guardian and family engagement policy annually
5. SOCS conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of barriers to increase participation by parents/families (with particular attention to economically disadvantaged parent(s)/guardian(s), those who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- a. ELAC
 - b. Local Control Accountability Plan
 - c. Schoosite Council
 - d. Community Partner Surveys
 - e. Marketing Coordinator
6. SOCS conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the needs of parents/guardians and family members to assist with the learning of their students, including engaging with Charter School personnel and teachers.
- a. Parent/guardian trainings and webinars
 - b. Community Partner surveys
 - c. ELAC
 - d. Schoolsite Council
 - e. Local Control Accountability Plan/
7. SOCS conducts, with the meaningful involvement of parent(s)/guardian(s) and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
- a. Community Partner surveys
 - b. ELAC
 - c. Schoolsite Council
 - d. Local Control Accountability Plan/
8. SOCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parent/guardian and family engagement and to revise, if necessary, the Parent/Guardian and Family Engagement Policy. The leadership team evaluates the data received from the following items and makes the needed adjustments to increase effective parental and family engagement:
- a. Community Partner surveys

Education Services**SO-6005****PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY**

- b. ELAC
 - c. Schoolsite Council
 - d. Local Control Accountability Plan
9. SOCS involves parents/guardians in the activities of the Charter School to adequately represent the needs of the population.
- a. Schoolsite Council
 - b. ELAC

Involvement of Parents/Guardians in the Title I Program

To involve parents/guardians in the Title I program at SOCS, the following practices have been established:

1. SOCS convenes an annual meeting to inform parents/guardians of Title I students about Title I requirements and their right to be involved in the Title I program.
 - a. The meeting will be held virtually with email invitations being sent out to all parents/guardians of Title 1 eligible students
2. SOCS offers a flexible number of meetings for Title I parents/guardians, such as meetings in the morning or evening.
 - a. The school will offer a one-time virtual meeting, along with a recorded version and an opportunity to submit questions
3. SOCS involves parents/guardians of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent/Guardian and Family Engagement Policy. This is completed through the following:
 - a. Community Partner surveys
 - b. Schoolsite Council
 - c. Local Control Accountability Plan
 - d. Parent/guardian trainings and webinars
4. SOCS provides parents/guardians of Title I students with timely information about Title I programs.
 - a. Parent/Guardian and Student Handbook
 - b. Receipt of Policies
 - c. Sage News weekly email communications
 - d. Direct communication via email to parents/guardians of Title 1 students
5. SOCS provides parents/guardians of Title I students with an explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Education Services**SO-6005****PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY**

- a. Parent/Guardian and Handbook
 - b. Sage Oak Charter Schools website
 - c. Sage News weekly email communications
 - d. Parent/guardian trainings and webinars
6. If requested by parents/guardians of Title I students, SOCS provides opportunities for regular meetings that allow the parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students.
- a. Meetings will be held virtually with email invitations being sent out to all parents/guardians of Title 1 eligible students
 - b. Local Control Accountability Programr information meeting
 - c. Schoolsite Council

The Policy must be updated periodically to meet the changing needs of parents/guardians and the Charter School. If SOCS has a process in place for involving parents/guardians in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents/guardians of Title I students.

School-Parent/Guardian Compact

SOCS distributes to parents/guardians of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents/guardians, outlines how they, the students, and the entire Charter School staff will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help students achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents/guardians of Title I students.

1. SOCS's responsibility to provide high-quality curriculum and instruction to meet the challenging state academic standards.
2. The ways parents/guardians will be responsible for supporting their students' learning by participating, as appropriate, in decisions relating to the education of their students and positive use of extracurricular time.
3. The importance of ongoing communication between parents/guardians and teachers through monthly learning period meetings, at a minimum; frequent reports on student progress; access to staff; opportunities for parents/guardians to volunteer and participate in their student's education; and regular communication between family members and school staff.

Education Services**SO-6005**

PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY

The Charter School developed the Compact with Title I parent/guardian input and the Charter School distributes the Compact to Title I parents/guardians electronically.

Building Capacity for Involvement

SOCS engages Title I parents/guardians in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents/guardians, and the community to improve student academic achievement. To help reach these goals, SOCS has established the following practices:

1. SOCS provides Title I parents/guardians with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their students.
 - a. Parent/guardian trainings and webinars
 - b. Weekly Sage News communication emails
 - c. Learning period meetings with the teacher of record

2. SOCS provides Title I parents/guardians with materials and training, as appropriate, to foster parent/guardian involvement to help them work with their students to improve achievement.
 - a. Parent/guardian trainings and webinars
 - b. Weekly Sage News communication emails

3. With the assistance of Title I parents/guardians, SOCS educates staff members about the value of parent/guardian contributions and how to reach out, communicate with, and work with parents/guardians as equal partners to implement and coordinate parent/guardian programs and build ties between parents/guardians and the Charter School.
 - a. Staff professional development
 - b. Staff participation in family and student outreach events

4. SOCS coordinates and integrates the Title I parent/guardian involvement program with other programs, and conducts other activities to encourage and support parents/guardians in more fully participating in the education of their student.
 - a. Parent/guardians trainings and webinars
 - b. School-sponsored events, field trips, socials, STEM day, Living History, Cultivate and Create

PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY

5. SOCS distributes information related to Charter School and parent/guardian programs, meetings, and other activities to Title I parents/guardians in a format and language that they understand.
 - a. Meetings will be held virtually with email invitations being sent out to all parents/guardians of Title 1 eligible students

6. SOCS provides support for parent/guardian involvement activities requested by Title I parents/guardians.
 - a. Community Partner surveys
 - b. Title 1 information and feedback meeting
 - c. Schoolsite Council

Accessibility

SOCS provides opportunities for the participation of all Title I parents/guardians and family members, including parents/guardians with limited English proficiency, disabilities, and parents/guardians of migratory students. Information and school reports are provided in a format and language that parents/guardians understand, by:

1. Digital formats that can be translated with the use of technology
2. Presenting information in a way that is understandable by parents/guardians
3. Presenting information visually and verbally, as applicable

Education Services**SO-6005****PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY**

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 - a. Parent/guardian trainings and webinars
 - b. Marketing coordinator
 - c. School-parent/guardian compact
 - d. Local Control Accountability Plan
 - e. ~~Learning Continuity and Attendance Plan~~
3. SOCS coordinates and integrates parent/guardian and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - a. ELAC
 - b. Title 1, Part A
 - c. Local Control Accountability Plan
4. SOCS conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.

Education Services**SO-6005****PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY**

- a. Community Partner surveys
 - b. Local Control Accountability Plan/~~Learning Continuity and Attendance Plan engagement~~
 - c. Revisiting the parent/guardian and family engagement policy annually
5. SOCS conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of barriers to increase participation by parents/families (with particular attention to economically disadvantaged parent(s)/guardian(s), those who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- a. ELAC
 - b. Local Control Accountability Plan/~~Learning Continuity and Attendance Plan engagement~~
 - c. Schoosite Council
 - d. Community Partner Surveys
 - e. Marketing Coordinator
6. SOCS conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the needs of parents/guardians and family members to assist with the learning of their students, including engaging with Charter School personnel and teachers.
- a. Parent/guardian trainings and webinars
 - b. Community Partner surveys
 - c. ELAC
 - d. Schoolsite Council
 - e. Local Control Accountability Plan/~~Learning Continuity and Attendance Plan engagement~~
7. SOCS conducts, with the meaningful involvement of parent(s)/guardian(s) and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
- a. Community Partner surveys
 - b. ELAC
 - c. Schoolsite Council
 - d. Local Control Accountability Plan/~~Learning Continuity and Attendance Plan engagement~~

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8. SOCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parent/guardian and family engagement and to revise, if necessary, the Parent/Guardian and Family Engagement Policy. The leadership team evaluates the data received from the following items and makes the needed adjustments to increase effective parental and family engagement:
 - a. Community Partner surveys
 - b. ELAC
 - c. Schoolsite Council
 - d. Local Control Accountability Plan/~~Learning Continuity and Attendance Plan engagement~~
 - e. ~~_____~~
9. SOCS involves parents/guardians in the activities of the Charter School to adequately represent the needs of the population.
 - a. Schoolsite Council
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 - a. Community Partner surveys
 - b. Schoolsite Council
 - c. Local Control Accountability Plan/~~Learning Continuity and Attendance Plan engagement~~
 - d. Parent/guardian trainings and webinars

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4. SOCS provides parents/guardians of Title I students with timely information about Title I programs.
 - a. Parent/Guardian and Student Handbook
 - b. Receipt of Policies
 - c. Sage News weekly email communications
 - d. Direct communication via email to parents/guardians of Title 1 students

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 - d. Parent/guardian trainings and webinars

6. If requested by parents/guardians of Title I students, SOCS provides opportunities for regular meetings that allow the parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students.
 - a. Meetings will be held virtually with email invitations being sent out to all parents/guardians of Title 1 eligible students
 - b. Local Control Accountability Program/~~Learning Continuity and Attendance Plan stakeholder~~ information meeting
 - c. Schoolsite Council

The Policy must be updated periodically to meet the changing needs of parents/guardians and the Charter School. If SOCS has a process in place for involving parents/guardians in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents/guardians of Title I students.

School-Parent/Guardian Compact

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Education Services**SO-6005****PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY**

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3. The importance of ongoing communication between parents/guardians and teachers through monthly learning period meetings, at a minimum; frequent reports on student progress; access to staff; opportunities for parents/guardians to volunteer and participate in their student's education; and regular communication between family members and school staff.

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1. SOCS provides Title I parents/guardians with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their students.
 - a. Parent/guardian trainings and webinars
 - b. Weekly Sage News communication emails
 - c. Learning period meetings with the teacher of record
2. SOCS provides Title I parents/guardians with materials and training, as appropriate, to foster parent/guardian involvement to help them work with their students to improve achievement.
 - a. Parent/guardian trainings and webinars
 - b. Weekly Sage News communication emails
3. With the assistance of Title I parents/guardians, SOCS educates staff members about the value of parent/guardian contributions and how to reach out, communicate with, and work with parents/guardians as equal partners to implement and coordinate

Education Services**SO-6005****PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY**

parent/guardian programs and build ties between parents/guardians and the Charter School.

- a. Staff professional development
 - b. Staff participation in family and student outreach events
4. SOCS coordinates and integrates the Title I parent/guardian involvement program with other programs, and conducts other activities to encourage and support parents/guardians in more fully participating in the education of their student.
 - a. Parent/guardians trainings and webinars
 - b. School-sponsored events, field trips, socials, STEM day, Living History, Cultivate and Create
 5. SOCS distributes information related to Charter School and parent/guardian programs, meetings, and other activities to Title I parents/guardians in a format and language that they understand.
 - a. Meetings will be held virtually with email invitations being sent out to all parents/guardians of Title 1 eligible students
 6. SOCS provides support for parent/guardian involvement activities requested by Title I parents/guardians.
 - a. Community Partner surveys
 - b. Title 1 information and feedback meeting
 - c. Schoolsite Council

Accessibility

SOCS provides opportunities for the participation of all Title I parents/guardians and family members, including parents/guardians with limited English proficiency, disabilities, and parents/guardians of migratory students. Information and school reports are provided in a format and language that parents/guardians understand, by:

1. Digital formats that can be translated with the use of technology
2. Presenting information in a way that is understandable by parents/guardians
3. Presenting information visually and verbally, as applicable

INSTRUCTION**6010-SO**

INDEPENDENT STUDY POLICY

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Independent Study Policy to apply to all students enrolled in SOCS. Sage Oak Charter Schools offers independent study to meet the educational needs of students enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. SOCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days.
2. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
 - a. In the event that 30% of assignments are missed during a learning period; and
 - b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Satisfactory Educational Progress Policy and procedure which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

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This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school

3. The Charter School has adopted tiered reengagement strategies* for all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, pupils found not participatory in synchronous instructional offerings pursuant to Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:
 - a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation;
 - c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
 - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being.

4. The following plan shall be in place in accordance with Education Code Section 51747(e) to provide opportunities for both synchronous instruction and live interaction*:

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- a. Pupils in all grades TK-12 will have access to their teacher of record (as designated by Education Code Section 51747.5) for synchronous instruction opportunities as outlined in Education Code Section 51747(e). This may include, but is not limited to, specific subject matter instruction, office hours, whole group instruction, small group instruction, one on one instruction. Pupils in grades 4-8 shall have daily opportunities for live interaction, as outlined in Education Code Section 51747(e) between the pupil and a Charter School employee or employees for the purpose of maintaining school connectedness. This interaction may take place in person, or in the form of internet or telephonic communication. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5 or the certificated employee of the local educational agency providing instruction for course-based independent study.
 - b. For pupils in transitional kindergarten through grade 3, inclusive, opportunities for daily synchronous instruction will be provided for all pupils throughout the school year by each pupil's teacher or teachers of record.
 - c. For pupils in grades 4 to 8, inclusive, opportunities for both daily live interaction and at least weekly synchronous instruction will be provided for all pupils throughout the school year by each pupil's teacher or teachers of record.
 - d. For pupils in grades 9 to 12, inclusive, opportunities for at least weekly synchronous instruction will be provided for all pupils throughout the school year by each pupil's teacher or teachers of record.
5. The following plan* shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: the Charter School shall assist the family in returning to their school district of residence.

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** The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.*

6. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the number of missed assignments allowed, and the level of satisfactory educational progress prior to an evaluation of whether or not the student should be allowed to continue in independent study.

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- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate.
- i. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

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- j. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
7. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

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The Superintendent may establish regulations to implement these policies in accordance with the law.

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Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Independent Study Policy to apply to all students enrolled in SOCS. Sage Oak Charter Schools offers independent study to meet the educational needs of students enrolled in the Charter School. Independent study is an ~~optional alternative~~ educational alternative program in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. SOCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days.
2. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
 - a. In the event that 30% of assignments are missed during a learning period; and
 - b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Satisfactory Educational Progress Policy and procedure which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

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This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school

3. The Charter School has adopted tiered reengagement strategies* for all pupils who are not generating attendance for more than ~~more than three school days or 60 percent of the instructional days in a school week, or 10~~ 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, pupils found not participatory in synchronous instructional offerings pursuant to Section 51747.5 for more than ~~50the greater of three school days or 60 percent of the scheduled times~~ days of synchronous instruction in a school month as applicable by grade span, or pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the ~~are as~~ followings:
 - a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation;
 - c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
 - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being.

4. The following plan shall be in place in accordance with Education Code Section 51747(e) to provide opportunities for both synchronous instruction and live interaction*:

INSTRUCTION**6010-SO****INDEPENDENT STUDY POLICY**

- a. Pupils in all grades TK-12 will have access to their teacher of record (as designated by Education Code Section 51747.5) for synchronous instruction opportunities as outlined in Education Code Section 51747(e). This may include, but is not limited to, specific subject matter instruction, office hours, whole group instruction, small group instruction, one on one instruction. Pupils in grades 4-8 shall have daily opportunities for live interaction, as outlined in Education Code Section 51747(e) between the pupil and a Charter School employee or employees for the purpose of maintaining school connectedness. This interaction may take place in person, or in the form of internet or telephonic communication. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5 or the certificated employee of the local educational agency providing instruction for course-based independent study.
 - b. For pupils in transitional kindergarten through grade 3, inclusive, opportunities for daily synchronous instruction will be provided for all pupils throughout the school year **by each pupil's teacher or teachers of record.**
 - c. For pupils in grades 4 to 8, inclusive, opportunities for both daily live interaction and at least weekly synchronous instruction will be provided for all pupils throughout the school year **by each pupil's teacher or teachers of record.**
 - d. For pupils in grades 9 to 12, inclusive, opportunities for at least weekly synchronous instruction will be provided for all pupils throughout the school year **by each pupil's teacher or teachers of record.**
5. **The following plan* shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: the Charter School shall assist the family in returning to their school district of residence.**

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** The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.*

6. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the number of missed assignments allowed, and the level of satisfactory educational progress prior to an evaluation of whether or not the student should be allowed to continue in independent study.

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- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate.
- i. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

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- j. For a pupil participating in an independent study program that is scheduled for more than 14 school days, ~~Each~~ written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, ~~legal guardian, or caregiver~~ if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and ~~the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable~~ ~~all persons who have direct responsibility for providing assistance to the student.~~ Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
7. ~~It will be made clear to parents that enrollment in the school is voluntary. Independent study is an optional educational alternative in which no pupil may be required to participate. The student will always be eligible to return to his/her local school district. The Charter School will assist with the transition of pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.~~

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8. ~~The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge~~ substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

The ~~Superintendent~~~~Executive Director~~ may ~~shall~~ establish regulations to implement these policies in accordance with the law.

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SECTION 504 POLICY

Sage Oak Charter Schools (“School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met within the school model. Major life activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily function, including functions of the immune system such as, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The School’s Director or designee shall ensure that this policy and set of procedures are implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

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If School does not assess a student after a parent/guardian has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. School shall periodically review the student's progress and placement.

The School does not discriminate on the basis of disability or any other characteristic protected under law. The School will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES**A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by School.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these procedures, and the nature and extent of the accommodations/services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.

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5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, neurological, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as learning disability/mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The parent/guardian may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means:
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is

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perceived to limit a major life activity.

- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six (6) months or less.

B. Referral, Assessment and Evaluation Procedures

1. School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.
3. School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for accommodations/services, and the legal requirements for least restrictive environment
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments

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administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best 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 (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team

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meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives FAPE.
2. The 504 Team responsible for making decisions shall include the parents/guardians and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed

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within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect this decision.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. School shall immediately implement a student's prior 504 Plan within the school model, when a student enrolls at the School. Within thirty (30) days of starting school, School shall schedule a 504 Team meeting to review the existing 504 Plan. School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records

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- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:
- Assistant Director of Student Services, Theresa Tedesco,
ttedesco@sageoak.education, (888) 435-4445
- Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.
3. The School Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with School or any district within the school districts or county offices of education which authorize Sage Oak Charter Schools in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, they may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
- The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect

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unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:

- Mediation by a neutral third party.
 - Review of the 504 Plan by the School Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and School Director.
 7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and School Director.
 8. The parent/guardian and the School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified, or overturned by a court.
 11. School shall not retaliate in any way against parents/guardians or students who

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exercise any rights under the procedural safeguards and/or Section 504.

F. **Suspension and Expulsion Special Procedures for Students with Disabilities**

School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. 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, and to progress toward meeting the goals set out in the student's 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.

2. 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, the School, the parent/guardian, and relevant members of the 504 Team shall review all relevant information in the student's file, including the student's 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

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- 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 504 Plan.

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the 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 School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

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3. Appeals

The parent/guardian of a student with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and School agree otherwise.

4. Special Circumstances

School 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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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. § 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. § 1415(k)(7)(D), upon a person while at school, on school premises,

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or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEIA 2004 and who has violated School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if School had knowledge that the student was disabled before the behavior occurred.

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

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

If School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA 2004-eligible student with disabilities, including the right to stay-put.

If School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. School shall conduct an expedited evaluation if

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requested by the parents/guardians; however the student shall remain in the education placement determined by School pending the results of the evaluation.

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

C. PARENT/GUARDIAN/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your student take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your student.
4. Have your student receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have School make reasonable accommodations to allow your student an equal opportunity to participate in school and school-related activities.
5. Have your student educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your student receive special education and related services if they are found to be eligible under the (IDEIA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial

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- placement of the student and before any subsequent significant change in placement.
8. Have your student be given an equal opportunity to participate in non-academic and extracurricular activities offered by the School.
 9. Examine all relevant records relating to decisions regarding your student's Section 504 identification, evaluation, educational program, and placement.
 10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
 11. Obtain a response from School to reasonable requests for explanations and interpretations of your student's records.
 12. Request an amendment of your student's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your student. If School refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
 13. Request mediation or file a grievance in accordance with School's Section 504 mediation grievance and hearing procedures, outline above.
 14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your student. You and the student may take part in the hearing and have an attorney represent you.
 15. File a formal complaint pursuant to School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the School's Uniform Complaint Policy and Procedures if you need one.
 16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

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17. Be free from any retaliation from School for exercising any of these rights.

Please contact the 504 Coordinator, c/o studentservices@sageoak.education with any questions regarding the information contained herein.

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Sage Oak Charter Schools (“School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met within the school model. Major life activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily function, including functions of the immune system such as, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The School’s Director or designee shall ensure that this policy and set of procedures are implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

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If School does not assess a student after a parent/guardian has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. School shall periodically review the student's progress and placement.

The School does not discriminate on the basis of disability or any other characteristic protected under law. The School will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES**A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by School.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these procedures, and the nature and extent of the accommodations/services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.

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5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, neurological, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as learning disability/mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The parent/guardian may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means:
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is

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perceived to limit a major life activity.

- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six (6) months or less.

B. Referral, Assessment and Evaluation Procedures

1. School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.
3. School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for accommodations/services, and the legal requirements for least restrictive environment
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments

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- administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best 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 (except where those skills are the factors that the test purports to measure.)
 7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
 8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
 9. The parents/guardians shall be given an opportunity in advance of 504 Team

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meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives FAPE.
2. The 504 Team responsible for making decisions shall include the parents/guardians and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed

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within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect this decision.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. School shall immediately implement a student's prior 504 Plan within the school model, when a student enrolls at the School. Within thirty (30) days of starting school, School shall schedule a 504 Team meeting to review the existing 504 Plan. School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records

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- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:
- ~~Assistant Director of Student Services, Theresa Tedesco 504 Coordinator Jen Gibson,~~
~~ttedesco@sageoak.education~~~~educationservices@sageoak.education~~
~~jgibson@sageoak.education~~, (888) 435-4445
- Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.
3. The School Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with School or any district within the ~~school districts or county offices of education which authorize Sage Oak Charter Schools Helendale School District or the San Bernardino County Office of Education~~ in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, they may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
- The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.

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5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the School Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and School Director.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and School Director.
8. The parent/guardian and the School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed,

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modified, or overturned by a court.

11. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. **Suspension and Expulsion Special Procedures for Students with Disabilities**

School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. 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, and to progress toward meeting the goals set out in the student's 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.

2. 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, the School, the parent/guardian, and relevant members of the 504 Team shall review all relevant information in the student's file, including

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the student's 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 504 Plan.

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the 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 School agree to a change of placement as part of the modification of the behavioral intervention plan.

If School, the parent/guardian, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then School may apply the relevant disciplinary procedures to student with disabilities

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in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Appeals

The parent/guardian of a student with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and School agree otherwise.

4. Special Circumstances

School 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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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. § 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

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- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEIA 2004 and who has violated School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if School had knowledge that the student was disabled before the behavior occurred.

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

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

If School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA 2004-eligible student with disabilities, including the right to stay-put.

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

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

C. PARENT/GUARDIAN/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your student take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your student.
4. Have your student receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have School make reasonable accommodations to allow your student an equal opportunity to participate in school and school-related activities.
5. Have your student educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your student receive special education and related services if they are found to be eligible under the (IDEIA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed

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- by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your student be given an equal opportunity to participate in non-academic and extracurricular activities offered by the School.
 9. Examine all relevant records relating to decisions regarding your student's Section 504 identification, evaluation, educational program, and placement.
 10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
 11. Obtain a response from School to reasonable requests for explanations and interpretations of your student's records.
 12. Request an amendment of your student's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your student. If School refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
 13. Request mediation or file a grievance in accordance with School's Section 504 mediation grievance and hearing procedures, outline above.
 14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your student. You and the student may take part in the hearing and have an attorney represent you.
 15. File a formal complaint pursuant to School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the School's Uniform Complaint Policy and Procedures if you need one.
 16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
 San Francisco Office
 50 United Nations Plaza
 San Francisco, CA 94102
 (415) 486-5555 PHONE

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(415) 486-5570 FAX

Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from School for exercising any of these rights.

Please contact ~~the~~Jen Gibson, 504 Coordinator, c/o ~~student education services~~jgibson@sageoak.education with any questions regarding the information contained herein.

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

Definitions

1. **Foster youth:** Foster youth means a child who has been removed from the child’s home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. **Former juvenile court school pupil:** means a pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.
3. **Child of a military family:** refers to a student who resides in the household of an active duty military member.
4. **Currently Migratory Child:** refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. **Educational Rights Holder (“ERH”):** means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
6. **School of origin:** School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the foster

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youth, shall determine, in the best interests of the foster youth the school that shall be deemed the school of origin.

7. **Best interest:** Best interest means that, in making educational and school placement decisions for foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
8. **Pupil participating in a newcomer program:** means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

CHARTER SCHOOL LIAISON

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

Kristin Aschbrenner
Lead Coordinator, Title I
kaschbrenner@sageoak.education

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

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student, within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving

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the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services.
7. Develop protocols and procedures for creating awareness for Charter School staff of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Director or designee and the Board of Directors based on indicators identified in the Charter School's local control and accountability plan.

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

School Stability and Enrollment

1. The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors,

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educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

2. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re-enrollment in the Charter School as their school of origin (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy).
3. A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation (e.g. producing medical records or academic records from a previous school).
4. At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:
 - a. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
 - b. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.
5. If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the student shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.
6. The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.
7. Prior to making any recommendation to move a foster youth from the youth's school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster

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youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

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

Transportation

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

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

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

Effect of Absences on Grades

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

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

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school**, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

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

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

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

Applicability of Graduation Requirements:

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board.

However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in his or her third or fourth year of high school.

Within 30 calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the foster youth qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and

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Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a foster youth is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

The Director or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this policy, the Charter School shall exempt the student at any time if an exemption is requested by the foster youth and the foster youth qualifies for the exemption. Likewise, if the foster youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while the student is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

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Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Director or designee shall:

1. Inform the foster youth and the student's ERH of the foster youth's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the foster youth and the student's ERH how remaining in school for a fifth year will affect the foster youth's ability to gain admission to a postsecondary educational institution.
3. Provide information to the foster youth about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the foster youth or, if the foster youth is under 18 years of age, the ERH permits the foster youth to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility For Extracurricular Activities

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

Student Records

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

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

Complaints of Noncompliance

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

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

Definitions

1. **Foster youth:** Foster youth means a child who has been removed from the child’s home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. **Former juvenile court school pupil:** means a pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.
3. **Child of a military family:** refers to a student who resides in the household of an active duty military member.
4. **Currently Migratory Child:** refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. **Educational Rights Holder (“ERH”):** means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
6. **School of origin:** School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the foster

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youth, shall determine, in the best interests of the foster youth the school that shall be deemed the school of origin.

7. **Best interest:** Best interest means that, in making educational and school placement decisions for foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
8. **Pupil participating in a newcomer program:** means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

CHARTER SCHOOL LIAISON

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

~~Kristin Aschbrenner~~ ~~Jamie Block~~
~~Lead Coordinator, Title I~~ ~~Director of Education Services~~
~~kaschbrennerjblock@sageoak.education~~

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

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student, within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving

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the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services.
7. Develop protocols and procedures for creating awareness for Charter School staff of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Director or designee and the Board of Directors based on indicators identified in the Charter School's local control and accountability plan.

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

School Stability and Enrollment

1. The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors,

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educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

2. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re-enrollment in the Charter School as their school of origin (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy).
3. A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation (e.g. producing medical records or academic records from a previous school).
4. At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:
 - a. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
 - b. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.
5. If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the student shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.
6. The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.
7. Prior to making any recommendation to move a foster youth from the youth's school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster

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youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

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

Transportation

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

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

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

Effect of Absences on Grades

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

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

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school**, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

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

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

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

Applicability of Graduation Requirements:

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board.

However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in his or her third or fourth year of high school.

Within 30 calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the foster youth qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and

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EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a foster youth is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

The Director or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this policy, the Charter School shall exempt the student at any time if an exemption is requested by the foster youth and the foster youth qualifies for the exemption. Likewise, if the foster youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while the student is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

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Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Director or designee shall:

1. Inform the foster youth and the student's ERH of the foster youth's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the foster youth and the student's ERH how remaining in school for a fifth year will affect the foster youth's ability to gain admission to a postsecondary educational institution.
3. Provide information to the foster youth about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the foster youth or, if the foster youth is under 18 years of age, the ERH permits the foster youth to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility For Extracurricular Activities

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

Student Records

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

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EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

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

Complaints of Noncompliance

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

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LOCAL ASSESSMENT POLICY

Sage Oak Charter Schools (“SOCS” or “Charter School”) adopt this Local Assessment Policy to apply to students enrolled in SOCS.

One of the responsibilities of SOCS is to increase student academic achievement. When a charter authorizer is evaluating whether to grant a school’s charter renewal petition, “increases in pupil academic achievement” is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2) , 47607(a)(3)(A).) Consequently, SOCS collects academic performance data through state mandated testing in addition to administering local assessments.

No Opt Out for Local Assessment

In California, parents/guardians may opt out of state mandated academic testing by submitting a written request to the school each year. The choice to opt out only applies to the state mandated assessments, as there is no law permitting a parent/guardian to opt out of the Charter School’s local assessments.

Failure to attend a scheduled local assessment meeting/test session will result in a missed meeting per our Attendance, Support, and Involuntary Removal Policy and a second local assessment meeting/test session will be scheduled. Failure to attend the second session will result in a second missed meeting per our Attendance, Support, and Involuntary Removal Policy, and a third local assessment meeting/test session will be scheduled. Failure to attend the third session will result in a third missed meeting per our Attendance, Support, and Involuntary Removal Policy and involuntary removal may occur.

Local Assessments

All TK-12th grade students must take the local assessment. Both pre- and post- tests are given each year and may be given as needed throughout the year.

Diagnostic Tests

1. Diagnostic pretests will be administered within the first 20 school days of enrollment.
2. Diagnostic posttests will be administered to all students during the local assessment posttest window in the spring of each school year.
3. If a student’s enrollment date falls on/after March 1st, the student is only required to take the diagnostic once.
4. Any test not completed within 21 calendar days will spoil. If any test spoils, the student must retake the section that is spoiled.

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LOCAL ASSESSMENT POLICY

5. Students may take both ELA and Math in one day or break it up over several days.

Diagnostic Reports

The teacher will provide the parent/guardian with an individualized diagnostic report for both math and reading when the diagnostic assessment is completed.

The teacher will review results with the parent/guardian and provide an opportunity to answer any questions at the following learning period meeting (LPM).

If a parent/guardian would like an additional diagnostic administered mid-year, the teacher may enable the student to do so in i-Ready during the months of December/January of the current school year

Teacher Proctoring

Teachers are responsible for scheduling and administering the pre- and post- diagnostic tests within the first 20 days of the student's enrollment. The teacher may proctor in person or proctor virtually based on the best interest of the student and in accordance with the Virtual Proctoring Policy.

i-Ready - Computer Adaptive Assessment K - 12

SOCS uses i-Ready as its local diagnostic assessment for students in grades K-12 for math and reading. It is a web-based assessment platform that adapts to individual student performance and helps assess true levels of ability. The test pinpoints students' needs down to the sub-skill level. In addition, ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. The results from i-Ready provide standards based data necessary for meeting state and Charter School requirements.

Transitional Kindergarten Assessment (TK)

All transitional kindergarten students take the 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.

TK - Kindergarten Option

INSTRUCTION**6040-SO**

LOCAL ASSESSMENT POLICY

Sage Oak strongly encourages kindergarten students to take the i-Ready. However, upon parent/guardian request, kindergarten students may take the TK in lieu of taking the i-Ready **without** operations and accountability department approval.

1. The parent/guardian must alert the teacher of the choice to take the TK in lieu of the i-Ready.
2. The parent/guardian will discuss the educational benefits for the student with the teacher.
3. The final decision must be maintained in teacher records.
4. Teacher must alert the operations and accountability department of the decision.
5. The same assessment must be taken for both the pre- and post- to ensure a valid measure of comparison.

Alternate Assessment to State Smarter Balanced Math, ELA and/or CAST Testing

SOCS does not recommend opting out of state testing. Charter schools exist in a performance based accountability system for student academic performance, and SOCS fully participates in that system. However, if a parent/guardian decides to opt out of Smarter Balanced math, ELA and/or CAST testing, the student will be required to take the alternate local assessment in order for SOCS to collect the data needed to increase student achievement

The alternate assessment used by SOCS is the Northwest Evaluation Association - Measures of Academic Progress (“NWEA” - “MAP”) test.

Opt Out Process

1. Parent/guardian alerts the teacher regarding the decision to opt out.
2. Teacher provides the parent/guardian the following information about the alternate test (NWEA - MAP):
 - a. Common core based, computer adaptive test
 - b. Alternate will be administered at assigned test site
 - c. Parent/guardian cannot waive the mandated local assessment
3. Parent/guardian submits a request to opt out in writing to the teacher and operations and accountability department. Requests must specifically include test(s) the student will not take.
4. Parent/guardian will receive confirmation that the parent/guardian decision to opt out has been formally received.

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Special Education Students

Special education students will receive testing accommodations and/or supports as appropriate when taking the i-Ready, TK and/or MAP pre/post assessments.

INSTRUCTION**6040-SO****LOCAL ASSESSMENT POLICY**

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INSTRUCTION**6040-SO**

LOCAL ASSESSMENT POLICY

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4. Parent/guardian will receive confirmation that the parent/guardian decision to opt out has been formally received.

Special Education Students

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LOCAL ASSESSMENT POLICY

Special education students will receive testing accommodations and/or supports **as appropriate** when taking the i-Ready, TK and/or MAP pre/post assessments.

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VIRTUAL PROCTORING POLICY

Sage Oak Charter Schools (“SOCS” or “Charter School”) adopt this Virtual Proctoring Policy to apply to students enrolled in SOCS.

Decision to Proctor Local Assessments Virtually

The teacher will take the following into consideration when deciding whether to proctor an assessment virtually in lieu of an in-person meeting

1. Student/parent/guardian comfort level and ability to complete a virtual session successfully
2. Student/parent/guardian technological capabilities
3. Student/parent/guardian has a computer with a camera, microphone, and access to a strong reliable WiFi signal.
 - a. Note that i-Ready won’t function properly on a tablet, therefore, a computer must be used.
4. Whether the student will need more than one session to successfully complete the assessment
5. Whether the student has any i-Ready supports/accommodations written into an Individual Education Plan (IEP) or 504 Plan (504) that will need to be provided

Prior to Assessment

Teacher will create link to the Zoom Meeting and share with parent/guardian

During the Assessment

1. Teacher will ensure that the student and immediate surroundings are visible on camera during the entire assessment
2. Parent/guardian must be present in home/testing location, but may not assist with assessment other than to help with technology
3. Teacher must actively monitor entire assessment
4. Students may not receive any outside assistance on assessment, including reading of questions, help with sounding out words, etc.
5. Student may take breaks as needed
6. Student may not use a cell phone or other electronic device during assessment
7. In the event that a family does not adhere to these guidelines, an in person proctoring session will need to be scheduled to allow enough time for the test(s) to be completed within the local assessment window

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5. Whether the student has any i-Ready supports/accommodations written into an Individual Education Plan (IEP) or 504 Plan (504) that will need to be provided

Prior to Assessment

Teacher will create link to the Zoom Meeting and share with parent/guardian

During the Assessment

1. Teacher will ensure that the student and immediate surroundings are visible on camera during the entire assessment
2. ~~Teacher will ensure volume is turned on so that everything can be heard throughout the assessment~~
3. Parent/guardian must be present in home/testing location, but may not assist with assessment other than to help with technology
4. Teacher must actively monitor entire assessment
5. Student may not receive any outside assistance on assessment, including reading of questions, help with sounding out words, etc.
6. Student may take breaks as needed
7. ~~Teacher will begin session by saying the following~~¶

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VIRTUAL PROCTORING POLICY

- ~~8. "Make sure any other browsers are closed and you have your desk cleared. Make sure you don't have a calculator or any other electronic devices out. Do you have a pencil and a blank sheet of paper ready to go?"~~
9. Student may not use a cell phone or other electronic device during assessment
10. In the event that a family does not adhere to these guidelines, an in person proctoring session will need to be scheduled to allow enough time for the test(s) to be completed within the local assessment window

INSTRUCTION**6055-SO**

EDUCATIONAL ACTIVITY POLICY

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Educational Activity Policy to outline the educational activities that can be purchased by the Charter School as part of the student’s educational plan.

Definition

Educational Activity- an educational activity includes, curriculum, textbooks, workbooks, online classes, in-person classes, educational materials, field trips, and other materials or experiences that would align with the student’s educational plan.

Policy

If instructional funds are being used to purchase any educational activity, then the following guidelines must be followed:

1. All core curriculum must be in place and the student must be making adequate progress towards the state standards, as determined by the teacher of record, before any educational activities for non-core elective subjects can be ordered.
2. All educational activities must be ordered through approved community providers.
3. All educational activities must be approved by the Teacher/EA, submitted via the purchase order system, and received by the community provider prior to any event taking place.
4. All educational activities ordered must align with the student’s general educational plan. Special education items cannot be ordered with instructional funds. If a student with an IEP needs a special education item, then it must be requested through the IEP process.
5. The Charter School will not, under any circumstances, reimburse parents/guardians or Teacher/EAs for a student’s educational activities.
6. Educational activities purchased by the Charter School must not be sectarian or denominational in nature.
7. Instructional funding may only be used for students currently enrolled in the school during the current school year and must be used before the ordering deadline.
8. Instructional funds do not roll over into the next school year.
9. Educational activities ordered must be basic in nature and quantity.
10. Educational activities must be comparable to those found in other public schools and cannot put students in a situation with an inherent concern for their safety.
11. Educational activities must align to state standards.

The following items are not allowed to be purchased by the school with instructional funds (this is not an exhaustive list, if you have any items in question please contact your Teacher/EA):

1. Uniforms, costumes, pre-made clothing of any kind (only exception is safety equipment required for enrolled classes), backpacks, lunchboxes, shoes

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EDUCATIONAL ACTIVITY POLICY

2. Jewelry, make-up, or personal hygiene items
3. Common household items, household expenses, home decor items
4. Gas, mileage, transportation fees, meals, parking costs
5. Any item over 50 lbs or too large to fit into a small vehicle for transporting purposes
6. Furniture, large storage or organizational items, desk or bookcase organizational items
7. Computer parts, equipment, and software upgrades for personal computers
8. Live insects or animals; food for insects or animals; items needed to care for animals; basic insect habitats are allowed for ants, ladybugs, and caterpillars
9. Toys or toy-like items that are not clearly educational and clearly aligned with state standards
10. Personal physical education items
11. Non-basic physical education items
12. Power tools
13. Kitchen items and equipment of any kind
14. Anything that can expose the student or teacher to injury such as knives, poisons, darts, bows, arrows, weapons, etc.
15. Items that are meant to hang higher than a standard door height
16. Anything that involves obtaining DNA, hair, skin samples and/or sending samples away for testing
17. Camping equipment of any kind
18. Parenting, child development books meant for the parent
19. Memory or keepsake items
20. Items that are personalized with student or family name
21. Tickets to a theme park that is not associated with a school sponsored educational field trip
22. Any form of pre-paid card for activities, materials, or supplies
23. Trees or plants of any size
24. Excessive quantities of anything
25. Non-basic school or art supplies
26. Twelve (12) month boxed subscriptions that extend into summer break
27. Sectarian materials

Additional guidelines:

1. PE Items: May only order basic items that would be commonly found in a school setting and clearly align with state standards.
2. Craft items: May only be ordered in a quantity to complete one learning project and must align with state standards.
3. Gardening items: May only order enough soil and seeds for one unit of science-based learning aligned with state standards. No other gardening items allowed.

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EDUCATIONAL ACTIVITY POLICY

4. Approved/Required Curriculum: If the Charter School has initiated an approved/required curriculum list for any subject, the student is required to utilize a curriculum from that list for their core curriculum.

The Charter School makes the final determination on the amount of instructional funds allocated for educational activities, as well as what is allowed to be purchased with instructional funds. Decisions made by the Charter School will be based on the criteria above, as well as the student's educational plan and the alignment with state standards. The decision can be explained to the requesting party, but cannot be challenged, as the Charter School holds the final determination.

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EDUCATIONAL ACTIVITY POLICY

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Policy

If instructional funds are being used to purchase any educational activity, then the following guidelines must be followed:

1. All core curriculum must be in place and the student must be making adequate progress towards the state standards, as determined by the teacher of record, before any educational activities for non-core elective subjects can be ordered.
2. All educational activities must be ordered through approved community providers.
3. All educational activities must be approved by the Teacher/EA, submitted via the purchase order system, and received by the community provider prior to any event taking place.
4. All educational activities ordered must align with the student’s general educational plan. Special education items cannot be ordered with instructional funds. If a student with an IEP needs a special education item, then it must be requested through the IEP process.
5. The Charter School will not, under any circumstances, reimburse parents/guardians or Teacher/EAs for a student’s educational activities.
6. Educational activities purchased by the Charter School must not be sectarian or denominational in nature.
7. Instructional funding may only be used for students currently enrolled in the school during the current school year and must be used before the ordering deadline.
8. Instructional funds do not roll over into the next school year.
9. Educational activities ordered must be basic in nature and quantity.
10. Educational activities must be comparable to those found in other public schools and cannot put students in a situation with an inherent concern for their safety.
11. Educational activities must align to state standards.

The following items are not allowed to be purchased by the school with instructional funds (this is not an exhaustive list, if you have any items in question please contact your Teacher/EA):

1. Uniforms, costumes, pre-made clothing of any kind (only exception is safety equipment required for enrolled classes), backpacks, lunchboxes, shoes

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2. Jewelry, make-up, or personal hygiene items
3. Common household items, household expenses, home decor items
4. Gas, mileage, transportation fees, meals, parking costs
5. Any item over 50 lbs or too large to fit into a small vehicle for transporting purposes
6. Furniture, large storage or organizational items, desk or bookcase organizational items
7. Computer parts, equipment, and software upgrades for personal computers
8. Live insects or animals; food for insects or animals; items needed to care for animals; basic insect habitats are allowed for ants, ladybugs, and caterpillars
9. Toys or toy-like items that are not clearly educational and clearly aligned with state standards
10. Personal physical education items
11. Non-basic physical education items
12. Power tools
13. Kitchen items and equipment of any kind
14. Anything that can expose the student or teacher to injury such as knives, poisons, darts, bows, arrows, weapons, etc.
15. Items that are meant to hang higher than a standard door height
16. Anything that involves obtaining DNA, hair, skin samples and/or sending samples away for testing
17. Camping equipment of any kind
18. Parenting, child development books meant for the parent
19. Memory or keepsake items
20. Items that are personalized with student or family name
21. Tickets to a theme park that is not associated with a school sponsored educational field trip
22. Any form of pre-paid card for activities, materials, or supplies
23. Trees or plants of any size
24. Excessive quantities of anything
25. Non-basic school or art supplies
26. Twelve (12) month boxed subscriptions that extend into summer break
27. Sectarian materials

Additional guidelines:

1. PE Items: May only order basic items that would be commonly found in a school setting and clearly align with state standards.
2. Craft items: May only be ordered in a quantity to complete one learning project and must align with state standards.
3. Gardening items: May only order enough soil and seeds for one unit of science-based learning aligned with state standards. No other gardening items allowed.

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4. Approved/**Required** Curriculum: If the Charter School has initiated an approved/**required** curriculum list for any subject, the student is required to utilize a curriculum from that list for their core curriculum.

The Charter School makes the final determination on the amount of instructional funds allocated for educational activities, as well as what is allowed to be purchased with instructional funds. Decisions made by the Charter School will be based on the criteria above, as well as the student's educational plan and the alignment with state standards. The decision can be explained to the requesting party, but cannot be challenged, as the Charter School holds the final determination.

INSTRUCTION**6060-SO****SPECIAL EDUCATION ASSESSMENT REQUEST POLICY**

Sage Oak Charter Schools (“SOCS” or the “Charter School”), adopts this Special Education Assessment Request Policy to apply to students enrolled in SOCS.

Request for Initial Evaluation

A parent/guardian of a student may initiate a request for an initial special education evaluation to determine if their student qualifies for special education services.

1. Such an initial evaluation shall consist of procedures to determine whether a student qualifies for special education services within 60 days of receiving parental/guardian consent for the evaluation and to determine the educational needs of the student.
2. Exception- The relevant time-frame shall not apply to Sage Oak Charter Schools if:
 - a. a student enrolls in Sage Oak Charter Schools after the relevant timeframe has begun and prior to a determination by the student’s previous local educational agency (“LEA”) as to whether the student qualifies for special education services but only if Sage Oak Charter Schools is making sufficient progress to ensure prompt completion of the evaluation, and the parent/guardian and Sage Oak Charter Schools agree to a specific time when the evaluation will be completed;
 - b. the parent/guardian of a student repeatedly fails or refuses to produce the student for the evaluation.

When the teacher facilitator/education advisor (“TF/EA”) receives a written request from a parent/guardian for a formal special education assessment the TF/EA should forward the request to the Special Education (“SPED”) department email immediately.

Upon receipt of the request:

1. The Lead Assessment Coordinator from SPED department will communicate acknowledgment of the request and provide parent/guardian with a copy of their Notice of Procedural Safeguards and answer any questions relevant to the assessment process.
2. The Lead Assessment Coordinator will notify the Assistant Director of Student Services to set up a response Student Success Team (“SST”) meeting.
 - a. The response SST will be scheduled within 10 days of the request
 - b. During the response SST meeting, strategies and supports already attempted will be discussed, reviewed and modifications will be recommended as needed.
 - c. If agreed upon, additional suggested modifications to the student’s education program will be implemented.
 - d. If parent/guardian chooses to rescind the assessment request during the SST process, the SPED department will request that the parent/guardian rescind the request in writing and will notify parent/guardian that they may re-issue the request for assessment at any time.

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3. If the request is not rescinded, an Assessment Plan (“AP”) will be developed within 15 days from the date of the request from the parent/guardian.
4. The SPED department will contact the parent/guardian in accordance with the required timelines.

INSTRUCTION**6060-SO****SPECIAL EDUCATION ASSESSMENT REQUEST POLICY**

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2. The ~~Lead Assessment Coordinator~~ ~~Program Specialist~~ will notify the Assistant Director of Student Services ~~SPED department contacts Theresa Tedesco Carrie Gerry~~ to set up a response Student ~~Success Study~~ Team (“SST”) meeting.
 - a. The response SST will be scheduled within ~~10~~ 7 days of the request
 - b. During the response SST meeting, strategies and supports already attempted will be discussed, ~~reviewed and modifications will be recommended as needed.~~
 - c. ~~If agreed upon, additional suggested modifications to the student’s education program will be implemented. Additional strategies and supports will be discussed and implemented if agreed by the team. and if agreed to will be implemented,~~ implemented prior to an assessment plan being sent ~~If an evaluation~~

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~~for special education is appropriate an assessment plan will be provided to parent/guardian within 15 days of their initial request.~~

- d. ~~The team will discuss and come to an agreement on next steps agree upon next steps to~~ Follow up to response SST
 - e. If parent/guardian chooses to rescind the assessment request during the SST process, the SPED department will request that the parent/guardian rescind the request in writing and will notify parent/guardian that they may re-issue the request for assessment at any time.
3. ~~The SPED department will communicate to the parent/guardian that they will be making a decision whether or not to accept or deny the assessment request based on data shared at the response SST meeting. ¶~~
 4. ~~If the request is not rescinded, an~~The parent/guardian will hear from the SPED department as to whether or not the Assessment Plan (“AP”) will be developed within 15 days from the date of the ~~written~~ request from the parent/guardian.
 5. ~~If an AP is generated and once the AP is signed by the parent/guardian and returned to the SPED department, the SPED department has 60 calendar days to complete the assessment and hold an Individualized Education Plan (“IEP”) meeting.~~

The SPED department will contact the parent/guardian in accordance with the required timelines.

INSTRUCTION**6070-SO**

INDEPENDENT EDUCATIONAL EVALUATION POLICY

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Independent Educational Evaluation Policy to apply to students enrolled in SOCS.

The purpose of this policy is to outline the steps that will be taken by Sage Oak Charter Schools’ (“SOCS”) Special Education (“SPED”) department when the parent/guardian of a student with a disability requests an Independent Educational Evaluation (“IEE”) subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the Local Education Agency (“LEA”) and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. An IEE is an evaluation conducted by a qualified evaluator who is not employed by the LEA of residence. Public expense means that the LEA pays for the full cost of the evaluation (in accordance with cost recommendations described herein) or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. This policy is adapted from the Sonoma County Special Education Local Plan Area (“SELPA”).

Policy and Procedures

Parent/guardian(s) of a student with a disability have the right to an IEE subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the LEA and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. If necessary, the LEA should request clarification regarding which evaluation(s) are in dispute. The term “evaluation” includes any individual assessment of a student that results in a report that is used by the IEP team to determine eligibility and services.

Parent/guardians must indicate in writing to SOCS or inform SOCS at an Individualized Education Program (“IEP”) meeting that they:

1. Disagree with the LEA’s evaluation and
2. Are requesting an IEE at public expense.

SOCS may ask for the parent/guardian(s) reason(s) for disagreeing with SOCS’s evaluation, but the parent/guardian is not required to provide those reasons. SOCS may offer to conduct another evaluation of its own with parent/guardian consent. If the parent/guardian agrees to another evaluation provided by SOCS, this would not be considered an IEE and SOCS would work with the parent/guardian to appropriately document the agreement of the parent/guardian to both the new evaluation completed by SOCS and to the withdrawal of the

INSTRUCTION**6070-SO****INDEPENDENT EDUCATIONAL EVALUATION POLICY**

IEE request pending the completion of the new assessment completed by SOCS. SOCS should ask the parent/guardian to revoke their request for an IEE in writing or ask them to sign that they agreed to the withdrawal of the request and to a new assessment completed by SOCS.

If the parent/guardian does not agree to another evaluation completed by SOCS, SOCS must respond to the parent/guardian's request by ensuring an IEE is provided at public expense in a timely manner or promptly submit a request for a due process hearing in accordance with this policy. SOCS may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend the appropriateness of its evaluation. In addition, a copy of the Notice of Procedural Safeguards should be provided anytime a parent/guardian requests an IEE. Parent/guardian(s) may only request one publicly funded IEE for each evaluation completed by SOCS.

Responding to an IEE Request

Once the parent/guardian communicates his/her disagreement with the evaluation(s) completed by SOCS and requests an IEE at public expense in writing or at an IEP meeting, the following procedures will be followed:

1. SOCS Director of Special Education will be notified
2. SOCS will provide to the parent/guardian a copy of the Sonoma County SELPA policy and procedures including criteria for IEEs, a copy of the Notice of Procedural Safeguards, and options for an IEE at public expense.

Options are as follows:

- a. A staff member from another LEA in the SELPA
 - b. A staff member from another SELPA
 - c. A non-public agency provider
 - d. A provider on the SELPA IEE list
3. The parent/guardian(s) will communicate to SOCS, in writing, their preferred option;
OR
 4. SOCS will determine whether they will initiate due process to establish the appropriateness of its evaluation or proceed with obtaining an IEE.

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If SOCS determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, SOCS will notify the parent/guardian of such a decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If SOCS agrees to provide an IEE at public expense, SOCS will work collaboratively with the parent/guardian, at parent/guardian request, to identify potential IEE evaluator(s). Alternatively, the parent/guardian may provide, in writing, their preferred evaluator(s). SOCS and the parent/guardian may utilize the Agreement for IEE form and/or the parent/guardian will be required to sign a release and exchange of information authorizing SOCS to communicate directly with the parent/guardian(s) chosen independent evaluator. Please note: An SOCS assessment plan is NOT completed because SOCS is not conducting the assessment and is not responsible for the timelines and/or results of the IEE assessments.

SOCS may directly contract with the independent evaluator for the IEE. Alternatively, SOCS may issue payment to the independent evaluator for the costs of the IEE following its receipt of the items listed below, or SOCS may reimburse the parent/guardian for the costs of a procured IEE in a timely manner in accordance with SOCS policies and procedures and in an amount no greater than the actual cost to the parent/guardian.

If SOCS initiates a due process hearing and the hearing officer issues a final decision finding that the SOCS evaluation is appropriate, the parent/guardian will still have the right to obtain an IEE, but not at SOCS's expense. If a hearing officer orders an IEE as part of a due process hearing decision, the costs of the IEE must be at SOCS's expense.

If the parent/guardian obtains an IEE at private expense or through an agency other than SOCS and shares the IEE with SOCS, the results of the IEE:

1. Must be considered by SOCS if the evaluation meets the agency criteria set forth below, in any decision made with respect to the provision of a free appropriate public education ("FAPE") to the student; and
2. May be presented as evidence at a due process hearing or another proceeding regarding the student.

LEA Criteria

The criteria under which an IEE is obtained at public expense, including the location limitations for the evaluator, minimum qualifications of the evaluator, and cost containment criteria, must be consistent with the criteria set forth in this policy, and consistent with the criteria that SOCS uses

INSTRUCTION**6070-SO****INDEPENDENT EDUCATIONAL EVALUATION POLICY**

when it initiates an evaluation.

If SOCS observes the student in conducting the evaluation with which the parent/guardian(s) disagree or if its assessment procedures allow in-class observations, the independent evaluator will be provided with an equivalent opportunity to observe the student in the current educational setting and to observe the SOCS proposed setting, if any. This opportunity shall also be provided if the parent/guardian(s) obtain an evaluation at private expense.

SOCS shall define the nature and scope of an independent evaluator's in-class observations consistent with the right to an equivalent opportunity to observe, but also consistent with its obligations to prevent unnecessary disruption in the class and protect the privacy interests of other students. This may include, but is not limited to, identifying the time constraints of such observation, SOCS personnel who will participate in the observation, and restrictions on student/teacher interactions.

Geographical Limitations for Evaluators

Evaluators will be located within the county in which the student resides.. Evaluators outside of this area will be approved only on an exceptional basis, providing parent/guardian(s) can demonstrate the necessity of using personnel outside the specified area in order to obtain an appropriate evaluation. Any expenses beyond that directly related to the preparation of the evaluation (e.g., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

Minimum Qualifications for Evaluators

Evaluators with credentials other than those listed below will not be approved unless the parent/guardian can demonstrate the appropriateness, under the specific facts of a given case, of using an evaluator meeting other qualifications. (Ed. Code 56320 (b)(3))

Type of Assessment	Qualifications
Academic Achievement	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist

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Adaptive Behavior	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Credentialed Assistive Technology Specialist Credentialed Special Education Teacher with appropriate training
Auditory Acuity	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
Behavioral	Credentialed Special Education Teacher School Psychologist Behavior Specialist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Cognitive	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Health (including neurological)	Licensed Physician Nurse
Motor	Licensed Physical Therapist Registered Occupational Therapist Credentialed Teacher of the Physically Impaired Adaptive Physical Education Teacher

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Occupational Therapy	Licensed Occupational Therapist
Speech and Language	Credentialed or Licensed Speech/Language Pathologist
Social/Emotional	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Visual Acuity/Developmental Vision	Licensed Ophthalmologist Optometrist
Functional Vision	Credentialed Teacher of the Visually Impaired
Vision Perception	Credentialed Special Education Teacher School Psychologist
Transition	Credentialed Special Education Teacher

Cost Containment Criteria for Evaluations

The cost of an IEE shall be comparable to those costs that SOCS incurs when it uses its own employees or contractors to perform a similar assessment. Costs include: observations, administration and scoring of tests, report writing, and attendance in person or by phone at an IEP team meeting. Reimbursement will be in an amount no greater than the actual cost to the parent/guardian and will be subject to proof of payment.

Based on the cost limitations contained in the Sonoma County SELPA LEAs and region, the suggested cost of an IEE should be limited to the following table of maximum costs, absent extraordinary circumstances:

Sonoma County SELPA Type of Assessment	Allowable Rate: up to
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Academic Achievement	\$800.00
Adapted Physical Education	\$1,500.00
Adaptive Behavior	\$600.00
Assistive Technology	\$1,000.00
Autism/Behavior (ABA) with observation / data collection	\$1,500.00
Behavioral - functional behavior analysis (FBA) Conducted by Board Certified Behavior Analyst (BCBA)-all Costs Inclusive	\$2,000.00
Auditory Acuity or Perception	\$350.00
Auditory Verbal Therapy	\$1,500.00
CAPD (Central Auditory Processing)	\$1,500.00
DHOH (Deaf and Hard of Hearing)	\$2,500.00
Occupational Therapy (fine/gross motor skills)	\$1,500.00
Physical Therapy	\$1,500.00
Full Psycho-Educational (rate allowed depends on components tested such as academic, adaptive behavior, cognition, social-emotional, etc.)	\$4,000.00
Speech & Language	\$1,500.00
Social-emotional	\$750.00

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Visual Acuity & Perception	\$350.00
Visual Processing	\$350.00

Guidelines for all IEE costs are calculated by considering the time required for the assessment and the appropriate comparable SOCS employee hourly rate. Costs above these amounts will not be approved unless the parent/guardian can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria. SOCS will not necessarily be required to fund the attendance of the assessor at the IEP team meeting convened to consider the IEE.

When insurance will cover all or partial costs of the IEE, SOCS will request that the parent/guardian voluntarily have their insurance pay the IEE costs covered by their insurance. However, parent/guardian(s) will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parent/guardian(s) including, but not limited to the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy,
2. An increase in premiums or discontinuance of the policy or
3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim unless the parent/guardian is willing to have SOCS reimburse them for the amount of the deductible.

Independent evaluators must agree to release their assessment information, provide prior to the IEP meeting a written IEE assessment report, submit copies of any and all assessment protocols utilized to conduct the IEE, and provide detailed invoices including dates of assessment, observations and hourly rates, if applicable, to SOCS prior to receipt of payment for services. All IEE evaluators must utilize testing and assessment materials and procedures, which are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must be provided and administered in the student's primary language or other modes of communication, unless there are stated reasons why this provision and administration are not clearly feasible. All assessment instruments utilized must have been validated for the specific purpose for which they are used and be administered by trained personnel in conformity with the instructions provided by the publisher. All written reports must meet the requirements of the Individuals with Disabilities Education Act ("IDEA") and California Ed. Code Section 56327.

The results of the IEE will be considered in the determination of eligibility, program decisions,

INSTRUCTION**6070-SO****INDEPENDENT EDUCATIONAL EVALUATION POLICY**

and placement of the student with disabilities as required by the Individuals with Disabilities Education Act. However, the results of an IEE will not control SOCS's determinations and may not be considered if not completed by a qualified professional, as determined by SOCS. SOCS should consider contracting with a Nonpublic Nonsectarian ("NPA") for both assessment and services could compromise the reliability of the assessment performed.

References*Legal Authority:*

20 U.S.C. 1414(a) – (c) -Evaluations and reevaluations;

20 U.S.C. 1415(b)(1)-Right to independent educational evaluations; 34 CFR 300.301 – 300.306-Re-evaluations,;

34 CFR 300.502-Independent Educational Evaluations; Comments to 34 CFR 300.502 Independent education evaluations; Education Code section 56327;

34 CFR 300.300 Parent Consent - Evaluation;

34 CFR 300.304-306 Procedures for evaluations and Determination of eligibility; Education Code 56329-Independent educational assessments;

Education Code 56381 Reassessments.

Education Code 56329 Notice to parents or guardians; independent educational assessments; hearings; proposals for publicly financed nonpublic placements

Education Code 56506(c) Due process rights of pupil and parent

INSTRUCTION**6060-SO****SPECIAL EDUCATION ASSESSMENT REQUEST POLICY**

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- d. ~~The team will discuss and come to an agreement on next steps agree upon next steps to~~ Follow up to response SST
 - e. If parent/guardian chooses to rescind the assessment request during the SST process, the SPED department will request that the parent/guardian rescind the request in writing and will notify parent/guardian that they may re-issue the request for assessment at any time.
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 5. ~~If an AP is generated and once the AP is signed by the parent/guardian and returned to the SPED department, the SPED department has 60 calendar days to complete the assessment and hold an Individualized Education Plan (“IEP”) meeting.~~

The SPED department will contact the parent/guardian in accordance with the required timelines.

INSTRUCTION**6075-SO****SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY**

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Special Education Certificate of Completion Policy to apply to students with an Individualized Education Program (“IEP”) who have significant cognitive disabilities.

The purpose of this policy is to develop a non-diploma pathway to graduation allowing students with an Individualized Education Program (“IEP”) who have significant cognitive disabilities, to earn a Certificate of Completion (“COC”) from Sage Oak Charter Schools (“SOCS”) based on federal and state mandates/legislation and California Department of Education (“CDE”) requirements. By developing a pathway that requires the same number of minimum state course requirements, students with disabilities can earn verification of school enrollment and engagement.

Not all students in California public schools are able to meet graduation requirements. California public school students have the option to pursue a non-diploma track that will earn an alternative form of certification that will permit participation in graduation and graduation related activities.

The U.S. Department of Education states, “...certificates of completion are used for students with IEPs who have not met state graduation requirements but still want to participate in graduation ceremonies with their class.” Additionally, state-defined alternate diplomas are permitted to be offered under the Every Student Succeeds Act (ESSA), Pub. L. No. 114- 95 § 114 Stat. 1177 (2015-2016). Guidance from the U.S. Department of Education concerning eligibility states: “Only a student with the most significant cognitive disabilities is eligible for a State-defined alternate diploma, and only if the student has taken the State’s alternate assessment aligned with alternate academic achievement standards under section 1111(b)(2)(D) of the Elementary and Secondary Education Act (“ESEA”) and met any other state-defined requirements. (ESEA section 8101(23)(A)(ii)(I)(bb), (25)(A)(ii)(I)(bb); 34 C.F.R. § 200.34(c)(3))”

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency (“LEA”). Ed. Code §51225.3 provides that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12, inclusive:

Unless otherwise specified, each course shall have a duration of one school year

1. Three courses/years in English
2. Two courses/years in mathematics, including one year of Algebra I (*EC Section 51224.5*)

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3. Two courses/years in science, including biological and physical sciences
4. Three courses/years 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
5. One course/year in visual or performing arts, foreign language, and career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in a foreign language
6. Two courses/years in physical education, unless the pupil has been exempted pursuant to the provisions of EC Section 51241
7. Other coursework adopted by the local governing board of the LEA

When an IEP team determines that a COC is appropriate for Student, when considering, students and families should consider the following limitations may and/or will apply:

1. A COC is not equivalent to a high school diploma or GED graduation equivalency test; it verifies school attendance only.
2. A COC is not usually accepted at higher institutions of learning; most colleges and trade schools require a high school diploma or its equivalent for entrance.
3. The Armed Services limits the number of COC and GED candidates allowed to enlist in the military each year (between 1% and 10% depending on the branch) and the minimum requirements for the Armed Forces Qualification Test are higher for COC holders as opposed to those with high school diplomas.
4. A COC may affect the student's ability to gain employment where a high school diploma is a job requirement.
5. To be eligible to receive federal student aid, a student must have either a high school diploma or a GED.

The California Education Code (EC) § 51225.3 specifies a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of LEAs have the authority to supplement the state minimum requirements at the local level.

SOCS will ensure that its COC pathway has an effective, research-based curriculum that includes life skills. Curriculum will be provided at a student's independent level with access to grade-level general education curriculum and standards. The total number of credits required for a student who is working towards a certificate of completion is 130 credits.

INSTRUCTION**6075-SO**

SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY

If a student with an IEP is able to complete the prescribed courses in: ELA, math, science, social studies, PE, and transition/functional skills curriculum, a COC may be awarded by SOCS if the student has completed the following requirements:

1. Satisfactory completion of 130 credits of a prescribed alternative course of study as identified on the student's IEP
2. Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP Team
3. Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of transition goals and objectives.
4. Satisfactory participation in state testing at least once for the duration of high school

Students with disabilities who qualify for a COC are eligible to participate in one graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would be eligible to participate.

Completing the COC requirements and exiting high school with that certificate does not terminate Free Appropriate Public Education ("FAPE") eligibility and does not serve to exit a student from special education.

Students who receive a COC may decide to return to high school and can do so through the age of 22. There are two events that end the school's responsibility to a student with a disability.

1. Student earns and receives a high school diploma
2. Student turns 22

A student less than age 22, who earlier decided to exit school with a COC, can then change their mind and return to school until the end of the school semester of their 22nd birthday or until they earn a diploma, whichever occurs first. Given that the aforementioned is based on an IEP team recommendation, the IEP team must provide the parent/guardian of a minor student with Prior Written Notice (PWN).

Federal law requires schools to provide "specially defined instruction, and related services, at no cost to parent/guardian, to meet the unique needs of a child with a disability." The law requires schools to provide disabled students with these special supports from age 3 until age 22, or until they graduate from high school.

INSTRUCTION**6075-SO****SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY**

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Special Education Certificate of Completion Policy to apply to students with an Individualized Education Program Plans (“IEP”) who have significant cognitive disabilities.

The purpose of this policy is to develop a non-diploma pathway to graduation allowing students with an Individualized Education Program Plans (“IEP”) who have significant cognitive disabilities, to earn a Certificate of Completion (“COC”) from Sage Oak Charter Schools (“SOCS”) based on federal and state mandates/legislation and California Department of Education (“CDE”) requirements. By developing a pathway that requires the same number of minimum state course requirements, students with disabilities can earn verification of school enrollment and engagement.

Not all students in California public schools are able to meet graduation requirements. California public school students have the option to pursue a non-diploma track that will earn an alternative form of certification that will permit participation in graduation and graduation related activities.

The U.S. Department of Education states, “...certificates of completion are used for students with IEPs who have not met state graduation requirements but still want to participate in graduation ceremonies with their class.” Additionally, state-defined alternate diplomas are permitted to be offered under the Every Student Succeeds Act (ESSA), Pub. L. No. 114- 95 § 114 Stat. 1177 (2015-2016). Guidance from the U.S. Department of Education concerning eligibility states: “Only a student with the most significant cognitive disabilities is eligible for a State-defined alternate diploma, and only if the student has taken the State’s alternate assessment aligned with alternate academic achievement standards under section 1111(b)(2)(D) of the Elementary and Secondary Education Act (“ESEA”) and met any other state-defined requirements. (ESEA section 8101(23)(A)(ii)(I)(bb), (25)(A)(ii)(I)(bb); 34 C.F.R. § 200.34(c)(3))”

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency (“LEA”). Ed. Code §51225.3 provides that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12, inclusive:

Unless otherwise specified, each course shall have a duration of one school year

1. Three courses/years in English
2. Two courses/years in mathematics, including one year of Algebra I (*EC Section 51224.5*)

INSTRUCTION**6075-SO****SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY**

3. Two courses/years in science, including biological and physical sciences
4. Three courses/years 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
5. One course/year in visual or performing arts, foreign language, and career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in a foreign language
6. Two courses/years in physical education, unless the pupil has been exempted pursuant to the provisions of EC Section 51241
7. Other coursework adopted by the local governing board of the LEA

When an IEP team determines that a COC is appropriate for Student, when considering, ~~However, students and families who are considering opting for a COC~~ should consider the following limitations may and/or will apply:

1. A COC is not equivalent to a high school diploma or GED graduation equivalency test; it verifies school attendance only.
2. A COC is not usually accepted at higher institutions of learning; most colleges and trade schools require a high school diploma or its equivalent for entrance.
3. The Armed Services limits the number of COC and GED candidates allowed to enlist in the military each year (between 1% and 10% depending on the branch) and the minimum requirements for the Armed Forces Qualification Test are higher for COC holders as opposed to those with high school diplomas.
4. A COC may affect the student's ability to gain employment where a high school diploma is a job requirement.
5. To be eligible to receive federal student aid, a student must have either a high school diploma or a GED.

The California Education Code (EC) § 51225.3 specifies a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of LEAs have the authority to supplement the state minimum requirements at the local level.

SOCS will ensure that its COC pathway has an effective, research-based curriculum that includes life skills. Curriculum will be provided at a student's independent level with access to grade-level general education curriculum and standards. The total number of credits required for

INSTRUCTION**6075-SO****SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY**

a student who is working towards a certificate of completion is 130 credits.

If a student with an IEP is able to complete the prescribed courses in: ELA, math, science, social studies, PE, and transition/functional skills curriculum, a COC may be awarded by SOCS if the student has completed the following requirements:

1. Satisfactory completion of 130 credits of a prescribed alternative course of study as identified on the student's IEP
2. Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP Team
3. Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of transition goals and objectives.
4. Satisfactory participation in state testing at least once for the duration of high school

Students with disabilities who qualify for a COC are eligible to participate in one graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would be eligible to participate.

Completing the COC requirements and exiting high school with that certificate does not terminate Free Appropriate Public Education ("FAPE") eligibility and does not serve to exit a student from special education.

Students who receive a COC may decide to return to high school and can do so through the age of 22. There are two events that end the school's responsibility to a student with a disability.

1. Student earns and receives a high school diploma
2. Student turns 22

A student less than age 22, who earlier decided to exit school with a COC, can then change their mind and return to school until the end of the school semester of their 22nd birthday or until they earn a diploma, whichever occurs first. Given that the aforementioned is based on an IEP team recommendation, the IEP team must provide the parent/guardian of a minor student with Prior Written Notice (PWN). ~~The IEP team will issue a notice to the parent/guardian/adult student via the Special Education Information System form of its proposed action regarding the recommended course of study pathway prior to an IEP meeting.~~

Federal law requires schools to provide "specially defined instruction, and related services, at no cost to parent/guardian, to meet the unique needs of a child with a disability." The law requires schools to provide disabled students with these special supports from age 3 until age

INSTRUCTION

6075-SO

SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY

22, or until they graduate from high school.

ATTENDANCE, SUPPORT, AND INVOLUNTARY REMOVAL POLICY

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Attendance, Support, and Involuntary Removal Policy to apply to all students at SOCS. The school’s goal is for students to be successful and to achieve high academic standards. The purpose of this policy is to outline the school support that will be provided and the steps that will be taken if the parent/guardian and the student responsibilities are not fulfilled.

The parent/guardian and student is responsible that:

1. the student completes assigned learning and/or standards for each learning period
2. the parent/guardian and the student attend required school meetings (including but not limited to learning period meetings and special education services)
3. the parent/guardian and the student abide by all school/Governing Board policies
4. the student completes required school assessments
5. the student abides by the school’s Satisfactory Educational Progress policy.

Outline of Responsibilities that May Result in Involuntary Removal**Attendance**

The credentialed teacher of record awards attendance in accordance with applicable law and based on two criteria: 1. The overall amount of learning completed/attained and 2. Some learning occurred on each date of attendance. As indicated in the Governing Board independent study policy, once a student has three missed assignments during a given learning period, the student is no longer in good standing. For purposes of attendance, three assignments are defined as 30% of the assigned learning for the given learning period. The student must complete at least 70% of the learning for that period and must be able to demonstrate that learning to the teacher of record in order to remain in good standing. The credentialed teacher of record uses their professional determination to assign the percent of learning that occurred. Additionally, the student must bring their entire body of work that aligns with their learning in each of the courses in which the student is enrolled. Teachers will review attendance claims at the end of each learning period and the school will notify parents if the student is in violation of the policy. The notification will include the Attendance, Student Support, and Involuntary Removal Policy.

Governing Board Policies

In addition to attendance, the parent/guardian and the student must abide by all board-approved policies. These policies include, but are not limited to:

1. Academic Integrity Policy
2. Civility Policy

ATTENDANCE, SUPPORT, AND INVOLUNTARY REMOVAL POLICY

3. The Acceptable Use Policy
4. Satisfactory Educational Progress Policy

Additional Parent/Guardian and Student Responsibilities

The parent/guardian is also responsible for:

1. Ensuring the student completes all mandated school assessments
2. Providing any necessary documentation and information to the school in order to record attendance in accordance with applicable law
3. Ensuring the school receives all required documentation for continued enrollment, such as proof of residency
4. Responding to the school's communication and if unable to be reached within the first ten (10) school days, the student will be involuntarily removed.

Outline of Student Re-engagement that May Lead to Student Involuntary Removal**Student Re-Engagement Process****First Student Re-Engagement**

If a parent/guardian or a student fails to meet the responsibilities outlined above, the school will verify current contact information for the parent and send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies. The letter will include the reason for the re-engagement so the parent/guardian and the student are aware that they are not fulfilling their independent study responsibilities.

- If the reason for the re-engagement is that the student failed to attain 70% of learning completed/attained per the credentialed teacher of record and/or failed to make satisfactory educational progress, a follow-up learning period meeting must occur within five (5) school days. This meeting will take place to ensure the student is back on track.
- If the reason for the notification is that the parent/guardian or student did not attend a required school meeting a follow-up meeting must occur within five (5) school days.
- If the reason for the re-engagement is because the student did not attend the required school assessment session, the student must attend the next scheduled school assessment session.

ATTENDANCE, SUPPORT, AND INVOLUNTARY REMOVAL POLICY

If the reason for the re-engagement is because the student did not attend six (6) special education related services, the student must attend the next scheduled special education service and an IEP meeting will be held. Two (2) additional missed special education services will result in a second re-engagement.

Second Student Re-Engagement -

If a parent/guardian or a student fails to meet the responsibilities outlined above for a second time within the same school year, the school will verify current contact information for the parent and the school will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies. The letter will include the reason for the notification so the parent/guardian and the student are aware that they are not fulfilling their responsibilities with the school.

- If the reason for the second re-engagement is that the student failed to attain 70% of learning completed/attained per the credentialed teacher of record and/or failed to make satisfactory educational progress, a student support meeting will be scheduled with the school's educational team. The school's educational team will include the student, parent/guardian, teacher, and school designee. The purpose of the meeting will be to develop a plan to support the student's success academically, as well as provide resources for health and social services, if applicable. An additional follow-up learning period meeting must occur within five (5) school days of the student support meeting. This meeting will take place to ensure the student has begun making adequate progress. If the parent/guardian and the student do not attend the scheduled student support meeting, the meeting will still be held with the teacher and school designee.
- If the reason for the notification is that the parent/guardian or the student missed the next required school meeting, a third follow-up meeting must occur within five (5) school days. A student support meeting does not need to take place if the notification is issued for a missed required school meeting.
- If the reason for the re-engagement is because the student did not attend the next required school assessment, the student must attend the next scheduled school assessment session. A student support meeting does not need to take place if the notification is issued for a missed required school meeting.
- If the reason for the re-engagement is because the student did not attend two (2) additional special education related services, the student must attend the next scheduled special education service.

Third Student Re-Engagement

If a parent/guardian or a student fails to meet the responsibilities mentioned above for a third time within the same school year, an evaluation will be conducted to determine whether it is in

ATTENDANCE, SUPPORT, AND INVOLUNTARY REMOVAL POLICY

the best interest of the pupil to remain in independent study. If the evaluation finds that it is not in the best interest of the student to remain in independent study, the student may be involuntarily removed and the school will verify current contact information for the parent and will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies and has been involuntarily removed from the school. This letter will be sent by registered mail and the student's district of residence will be notified. A written record of the findings of any evaluation made as a result of missed assignments shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school the record shall be forwarded to that school.

Special Education Students

If the at-risk student is an identified special education student, including a student with an IEP or 504 plan, the teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any concerns, including a failure to meet the minimum qualifications of independent study or governing board policies. Suspension and Expulsion Policy and Procedure

Sage Oak will follow the applicable suspension and expulsion policy and procedure outlined in the terms of the charter.

Regarding students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

ATTENDANCE, SUPPORT, AND INVOLUNTARY REMOVAL POLICY

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Attendance, Support, and Involuntary Removal Policy to apply to all students at SOCS. The school’s goal is for students to be successful and to achieve high academic standards. The purpose of this policy is to outline the school support that will be provided and the steps that will be taken if the parent/guardian and the student responsibilities are not fulfilled.

The parent/guardian and student is responsible that:

1. the student completes assigned learning and/or standards for each learning period
2. the parent/guardian and the student attend required school meetings (including but not limited to learning period meetings and special education services)
3. the parent/guardian and the student abide by all school/Governing Board policies
4. the student completes required school assessments
5. the student abides by the school’s Satisfactory Educational Progress policy.

Outline of Responsibilities that May Result in Involuntary Removal**Attendance**

The credentialed teacher of record awards attendance in accordance with applicable law and based on two criteria: 1. The overall amount of learning completed/attained and 2. Some learning occurred on each date of attendance. As indicated in the Governing Board independent study policy, once a student has three missed assignments during a given learning period, the student is no longer in good standing. For purposes of attendance, three assignments are defined as 30% of the assigned learning for the given learning period. The student must complete at least 70% of the learning for that period and must be able to demonstrate that learning to the teacher of record in order to remain in good standing. The credentialed teacher of record uses their professional determination to assign the percent of learning that occurred. Additionally, the student must bring their entire body of work that aligns with their learning in each of the courses in which the student is enrolled. Teachers will review attendance claims at the end of each learning period and the school will notify parents if the student is in violation of the policy. The notification will include the Attendance, Student Support, and Involuntary Removal Policy.

Governing Board Policies

In addition to attendance, the parent/guardian and the student must abide by all board-approved policies. These policies include, but are not limited to:

1. Academic Integrity Policy
2. Civility Policy

ATTENDANCE, SUPPORT, AND INVOLUNTARY REMOVAL POLICY

3. The Acceptable Use Policy
4. Satisfactory Educational Progress Policy

Additional Parent/Guardian and Student Responsibilities

The parent/guardian is also responsible for:

1. Ensuring the student completes all mandated school assessments
2. Providing any necessary documentation and information to the school in order to record attendance in accordance with applicable law
3. Ensuring the school receives all required documentation for continued enrollment, such as proof of residency
4. Responding to the school's communication and if unable to be reached within the first ten (10) school days, the student will be involuntarily removed.

Outline of ~~Student Re-engagement~~ ~~school Support and Process~~ that May Lead to Student Involuntary Removal
~~Student Re-Engagement Progress Improvement Notification~~ Process
~~First Student Re-Engagement Letter Progress Improvement Notification~~

If a parent/guardian or a student fails to meet the responsibilities outlined above, the school will verify current contact information for the parent and send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies. The letter will include the reason for the ~~re-engagement notification~~ so the parent/guardian and the student are aware that they are not fulfilling their independent study responsibilities.

- If the reason for the ~~re-engagement notification~~ is that the student failed to attain 70% of learning completed/attained per the credentialed teacher of record and/or failed to make satisfactory educational progress, a follow-up learning period meeting must occur within ~~five ten (5+10)~~ school days. This meeting will take place to ensure the student is back on track.
- If the reason for the notification is that the parent/guardian or student did not attend a required school meeting ~~and/or special education services~~, a follow-up ~~learning period~~ meeting must occur within five (5) school days.

ATTENDANCE, SUPPORT, AND INVOLUNTARY REMOVAL POLICY

- If the reason for the re-engagement is because the student did not attend the required school assessment session, the student must attend the next scheduled school assessment session.
- If the reason for the re-engagement is because the student did not attend six (6) special education related services, the student must attend the next scheduled special education service and an IEP meeting will be held. Two (2) additional missed special education services will result in a second re-engagement.¶¶

Second Student Re-Engagement ~~Letter Notification - Meeting with School's Educational Team~~

If a parent/guardian or a student fails to meet the responsibilities outlined above for a second time within the same school year, the school will verify current contact information for the parent and the school will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies. The letter will include the reason for the notification so the parent/guardian and the student are aware that they are not fulfilling their responsibilities with the school.

- If the reason for the second re-engagement notification is that the student failed to attain 70% of learning completed/attained per the credentialed teacher of record and/or failed to make satisfactory educational progress, a student support meeting will be scheduled with the school's educational team. ~~within five (5) days.~~ The school's educational team will include the student, parent/guardian, teacher, and school designee. The purpose of the meeting will be to develop a plan to support the student's success academically, as well as provide resources for health and social services, if applicable. An additional follow-up learning period meeting must occur within ~~five~~ ~~ten~~ (5/10) school days of the student support meeting. This meeting will take place to ensure the student has begun making adequate progress. If the parent/guardian and the student do not attend the scheduled student support meeting, the meeting will still be held with the teacher and school designee.
- If the reason for the notification is that the parent/guardian or the student missed the next required school meeting, a third follow-up meeting must occur within five (5) school days. A student support meeting does not need to take place if the notification is issued for a missed required school meeting.
- If the reason for the re-engagement is because the student did not attend the next required school assessment, the student must attend the next scheduled school assessment session. A student support meeting does not need to take place if the notification is issued for a missed required school meeting.

ATTENDANCE, SUPPORT, AND INVOLUNTARY REMOVAL POLICY

- If the reason for the re-engagement is because the student did not attend two (2) additional special education related services, the student must attend the next scheduled special education service.

Third Student Re-Engagement ~~Letter Notification~~

If a parent/guardian or a student fails to meet the responsibilities mentioned above for a third time within the same school year, an evaluation will be conducted to determine whether it is in the best interest of the pupil to remain in independent study. If the evaluation finds that it is not in the best interest of the student to remain in independent study, the student may be involuntarily removed and the school will verify current contact information for the parent and will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies and has been involuntarily removed from the school. This letter will be sent by registered mail and the student's district of residence will be notified. A written record of the findings of any evaluation made as a result of missed assignments shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school the record shall be forwarded to that school.

Special Education Students

If the at-risk student is an identified special education student, including a student with an IEP or 504 plan, the teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any concerns, including a failure to meet the minimum qualifications of independent study or governing board policies. ~~A change of placement for a special education student will be determined by the IEP team.~~ ¶

¶

Suspension and Expulsion Policy and Procedure

Sage Oak will follow the applicable suspension and expulsion policy and procedure outlined in the terms of the charter.

Regarding students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

INSTRUCTION

6115 E.1 - SO

STUDENT RE-ENGAGEMENT - FIRST NOTIFICATION

The following is the first notification letter for Sage Oak’s Student Re-Engagement Process as outlined in the Attendance, Support, and Involuntary Removal Policy.

Letter

Sage Oak _____ (fill in school name student is enrolled in)

Parent/Guardian Name

Concerning: Student Name, SSID#

First Student Re-Engagement Letter

Date

Dear Parent/Guardian Name,

It is our goal at Sage Oak to provide a supportive environment for our students and to provide clear communication to our families. This letter is to share with you that your student
(office use: choose correct option, fill in date(s), and remove the other options)

failed to attain 70% of learning completed/attained per the credentialed teacher of record and/or failed to make satisfactory educational progress for learning period #_____ on _____. Therefore a follow up meeting must occur within five (5) school days to ensure your student is back on track.

did not attend a required school meeting on _____. Therefore a follow up meeting must occur within five (5) school days to ensure your student is on track.

did not attend the required school assessment session on _____. Therefore your student must attend the next scheduled assessment session.

did not attend special education related services on _____. Therefore your student must attend the next scheduled special education service.

INSTRUCTION

6115 E.1 - SO

STUDENT RE-ENGAGEMENT - FIRST NOTIFICATION

In alignment with the Attendance, Student Support, and Involuntary Removal Policy (attached), the student will be reengaged.

It's important to Sage Oak that our students follow the aforementioned policy and are supported by the school so that we can set our students and school up for long term success. It is our goal to partner with you for your student's continued success in our program. If you would like, you may contact the principal listed below and they will work with your student's Teacher/EA to answer any questions that you might have.

Additionally:

- If your contact information has changed, please contact your Teacher/EA.
- If you need to be connected to health and resources, as necessary, or request support from the school, please contact your teacher/EA.
- At the subsequent meeting, the teacher/EA, parent, and student will review the student's master agreement, and reconsider the independent study program and the student's personalized educational plan and the impact behaviors that lead to the student re-engagement letter may be having on the student's achievement and well-being.

Teacher/EA Name, Number, Email

Principal Name, 888-435-4445, Email

INSTRUCTION

6115 E.1 - SO

~~STUDENT RE-ENGAGEMENT~~ ~~PROGRESS IMPROVEMENT NOTIFICATION~~ - FIRST NOTIFICATION

The following is the first notification letter for Sage Oak’s ~~Student Re-Engagement Progress Improvement Notification (PIN)~~ Process as outlined in the Attendance, Support, and Involuntary Removal Policy.

Letter

Sage Oak _____ (fill in school name student is enrolled in)

Parent/Guardian Name

Concerning: Student Name, SSID#

First ~~Student Re-Engagement Letter~~ ~~Progress Improvement Notification~~

Date

Dear Parent/Guardian Name,

It is our goal at Sage Oak to provide a supportive environment for our students and to provide clear communication to our families. This letter is to share with you that your student

(office use: choose correct option, fill in date(s), and remove the other options)

~~failed to attain 70% of learning completed/attained per the credentialed teacher of record and/or failed to make satisfactory educational progress for learning period # _____ on _____. Therefore a follow up meeting must occur within five (5) school days to ensure your student is back on track.~~

~~did not attend a required school meeting on _____. Therefore a follow up meeting must occur within five (5) school days to ensure your student is on track.~~

~~did not attend the required school assessment session on _____. Therefore your student must attend the next scheduled assessment session.~~

~~did not attend special education related services on _____. Therefore your student must attend the next scheduled special education service.~~

~~has completed less than 70% of the work that should have occurred for learning period # _____/has not made satisfactory educational progress/ has missed a required school meeting.~~

INSTRUCTION**6115 E.1 - SO****STUDENT RE-ENGAGEMENT ~~PROGRESS IMPROVEMENT NOTIFICATION~~ - FIRST NOTIFICATION**

on _____ DATE _____ (choose the correct one and fill in the blanks):

In alignment with the Attendance, Student Support, and Involuntary Removal Policy (attached), the student will be reengaged ~~issued a progress improvement notification~~.

It's important to Sage Oak that our students follow the aforementioned policy and are supported by the school so that we can set our students and school up for long term success. It is our goal to partner with you for your student's continued success in our program. ~~Your Teacher/EA")~~ will need to meet with you within ~~five/ten (choose five for a missed meeting and ten for lack of work or lack of satisfactory educational progress)~~ school days to ensure your student is back on track. If you would like, you may contact the ~~principal assistant director~~ listed below and ~~they~~ we will work with your student's Teacher/EA ~~Education Advisor~~ to answer any questions that you might have.

Additionally:

- If your contact information has changed, please contact your Teacher/EA.
- If you need to be connected to health and resources, as necessary, or request support from the school, please contact your teacher/EA.
- At the subsequent meeting, the teacher/EA, parent, and student will review the student's master agreement, and reconsider the independent study program and the student's personalized educational plan and the impact behaviors that lead to the student re-engagement letter may be having on the student's achievement and well-being.

Teacher/EA Name, Number, Email

~~Principal Administrator~~ Name, 888-435-4445, Email

INSTRUCTION

6115 E.2 - SO

STUDENT RE-ENGAGEMENT - SECOND NOTIFICATION

The following is the second notification letter for Sage Oak's Student Re-Engagement process as outlined in the Attendance, Support, and Involuntary Removal Policy.

Sage Oak Charter School -

Parent/Guardian Name

Concerning: Student Name, SSID #

Second Student Re-Engagement Letter

Date

Dear Parent/Guardian Name,

It is our goal at Sage Oak to provide a supportive environment for our students and to provide clear communication to our families. This letter is to share with you that your student

(office use: choose correct option, fill in date(s), and remove the other options)

failed to attain 70% of learning completed/attained per the credentialed teacher of record and/or failed to make satisfactory educational progress for learning period # ____ on _____. Since this is the second student reengagement in the same school year and it is being issued for completing less than 70% of the work that should have occurred for a learning period, a Student Success Team (SST) meeting has been scheduled for _____ (insert date and time of SST meeting) to develop a plan to support the student's success. Additionally, your Teacher/EA will schedule an additional learning period meeting within five/ten (choose five for a missed meeting and ten for lack of work, lack of satisfactory educational progress, absent for three days or 60% of instructional days in a week) school days of the SST meeting to ensure the student has begun making adequate progress. If the parent/guardian and the student do not attend the scheduled SST meeting, the meeting will be held with the teacher and the school designee.

The call-in information for the SST meeting is: Paste in call-in information for meeting.

INSTRUCTION

6115 E.2 - SO

STUDENT RE-ENGAGEMENT - SECOND NOTIFICATION

did not attend a required school meeting on _____. Therefore a follow up meeting must occur within five (5) school days to ensure your student is on track.

did not attend the required school assessment session on _____. Therefore your student must attend the next scheduled assessment session.

did not attend special education related services on _____. Therefore your student must attend the next scheduled special education service.

In alignment with the Attendance, Student Support, and Involuntary Removal Policy (attached), the student will be reengaged.

It's important to Sage Oak that our students follow the aforementioned policy and are supported by the school so that we can set our students and school up for long term success. If you would like, you may contact the principal assistant director listed below and they will work with your student's Teacher/EA Education Advisor to answer any questions that you might have.

TF/EA Name, Number, Email

Administrator Name, 888-435-4445, Email

INSTRUCTION

6115 E.2 - SO

**STUDENT RE-ENGAGEMENT ~~PROGRESS IMPROVEMENT NOTIFICATION~~-
SECOND NOTIFICATION**

The following is the second notification letter for Sage Oak’s ~~Student Re-Engagement Progress Improvement Notification (PIN) P~~process as outlined in the Attendance, Support, and Involuntary Removal Policy.

Sage Oak Charter School -
Parent/Guardian Name
Concerning: Student Name, SSID #

Second ~~Student Re-Engagement Letter Progress Improvement Notification~~
Date

Dear Parent/Guardian Name,

It is our goal at Sage Oak to provide a supportive environment for our students and to provide clear communication to our families. This letter is to share with you that your student

(office use: choose correct option, fill in date(s), and remove the other options)

failed to attain 70% of learning completed/attained per the credentialed teacher of record and/or failed to make satisfactory educational progress for learning period # _____ on _____. Since this is the second student reengagement in the same school year and it is being issued for completing less than 70% of the work that should have occurred for a learning period, a Student Success Team (SST) meeting has been scheduled for _____ (insert date and time of SST meeting) to develop a plan to support the student’s success. Additionally, your Teacher/EA will schedule an additional learning period meeting within five/ten (choose five for a missed meeting and ten for lack of work, lack of satisfactory educational progress, absent for three days or 60% of instructional days in a week) school days of the SST meeting to ensure the student has begun making adequate progress. If the parent/guardian and the student do not attend the scheduled SST meeting, the meeting will be held with the teacher and the school designee.

The call-in information for the SST meeting is: Paste in call-in information for meeting.

INSTRUCTION

6115 E.2 - SO

~~STUDENT RE-ENGAGEMENT PROGRESS IMPROVEMENT NOTIFICATION-~~ SECOND NOTIFICATION

did not attend a required school meeting on _____. Therefore a follow up meeting must occur within five (5) school days to ensure your student is on track.

did not attend the required school assessment session on _____. Therefore your student must attend the next scheduled assessment session.

did not attend special education related services on _____. Therefore your student must attend the next scheduled special education service.

~~It is our goal at Sage Oak to provide a supportive environment for our students and to provide clear communication to our families. This letter is to share with you that your student has completed less than 70% of the work that should have occurred for learning period ___#___/has not made satisfactory educational progress//your student has missed a required school meeting on, _____ DATE _____ (choose the correct one and fill in the blanks):~~

In alignment with the Attendance, Student Support, and Involuntary Removal Policy (attached), the student will be reengaged

It's important to Sage Oak that our students follow the aforementioned policy and are supported by the school so that we can set our students and school up for long term success. If you would like, you may contact the principal assistant director listed below and they will work with your student's Teacher/EAEducation Advisor to answer any questions that you might have.

~~Since this is the second progress improvement notification in the same school year and it is being issued for completing less than 70% of the work that should have occurred for learning period ___#___/not making satisfactory educational progress, a Student Success Team (SST) meeting has been scheduled for _____ (insert date and time of SST meeting) to develop a plan to support the student's success. Additionally, your Teacher/EA will schedule an additional learning period meeting within five/ten (choose five for a missed meeting and ten for lack of work, lack of satisfactory educational progress,~~

INSTRUCTION

6115 E.2 - SO

STUDENT RE-ENGAGEMENT ~~PROGRESS IMPROVEMENT NOTIFICATION~~- SECOND NOTIFICATION

~~absent for three days or 60% of instructional days in a week) school days of the SST meeting to ensure the student has begun making adequate progress. If the parent/guardian and the student do not attend the scheduled SST meeting, the meeting will be held with the teacher and the school designee.~~

TF/EA Name, Number, Email

Administrator Name, 888-435-4445, Email

INSTRUCTION

6115 E.3 - SO

STUDENT RE-ENGAGEMENT LETTER - THIRD NOTIFICATION

The following is the third notification letter for Sage Oak’s Student Re-Engagement process as outlined in the Attendance, Support, and Involuntary Removal Policy.

Letter

Sage Oak, _____ (fill in school name student is enrolled in)

Parent Name _____

Concerning: Student Name, SSID# _____

Third Progress Improvement Notification

Date _____

Dear Parent Name, _____

It is our goal at Sage Oak to provide a supportive environment for our students and to provide clear communication to our families. This letter is to share with you that your student

(office use: choose correct option, fill in date(s), and remove the other options)

failed to attain 70% of learning completed/attained per the credentialed teacher of record and/or failed to make satisfactory educational progress for learning period # _____ on _____.

did not attend a required school meeting on _____.

did not attend the required school assessment session on _____.

did not attend special education related services on _____.

In alignment with the Attendance, Student Support, and Involuntary Removal Policy (attached), the student is being reengaged.

INSTRUCTION

6115 E.3 - SO

STUDENT RE-ENGAGEMENT LETTER - THIRD NOTIFICATION

Since this is the third student re-engagement within the same school year, the administration will conduct an evaluation to determine if independent study is in the student's best interest. As a result of this evaluation, your child may be involuntarily removed from Sage Oak. A follow-up letter will be sent notifying you of the results of the administrator's evaluation within five school days.

Sincerely,

The Sage Oak Administration

Teacher/EA Name, Number, Email

Administrator Name, 888-435-4445, Email

INSTRUCTION

6115 E.3 - SO

**STUDENT RE-ENGAGEMENT LETTER ~~PROGRESS IMPROVEMENT~~
~~NOTIFICATION~~ - THIRD NOTIFICATION**

The following is the third notification letter for Sage Oak’s ~~Student Re-Engagement Progress Improvement Notification (PIN) P~~process as outlined in the Attendance, Support, and Involuntary Removal Policy.

Letter

Sage Oak, _____ (fill in school name student is enrolled in)

Parent Name _____

Concerning: Student Name, SSID# _____

Third Progress Improvement Notification

Date _____

Dear Parent Name, _____

It is our goal at Sage Oak to provide a supportive environment for our students and to provide clear communication to our families. This letter is to share with you that your student

(office use: choose correct option, fill in date(s), and remove the other options)

failed to attain 70% of learning completed/attained per the credentialed teacher of record and/or failed to make satisfactory educational progress for learning period # _____ on _____.

did not attend a required school meeting on _____.

did not attend the required school assessment session on _____.

did not attend special education related services on _____.

~~It is our goal at Sage Oak to provide a supportive environment for our students and to provide clear communication to our families. This letter is to share with you that your student has completed less than 70% of the work that should have occurred for learning period # _____ /has not made satisfactory educational progress//your student has~~

INSTRUCTION

6115 E.3 - SO

**STUDENT RE-ENGAGEMENT LETTER ~~PROGRESS IMPROVEMENT-~~
~~NOTIFICATION- THIRD NOTIFICATION~~**

missed a required school meeting on, _____ DATE _____ (choose the correct one and fill in the blanks).¶¶

¶¶

~~In alignment with the Attendance, Student Support, and Involuntary Removal Policy (attached), the student will be issued a progress improvement notification.~~

In alignment with the Attendance, Student Support, and Involuntary Removal Policy (attached), the student is being reengaged.

Since this is the third ~~student re-engagement progress improvement notification~~ within the same school year, the administration will conduct an evaluation to determine if independent study is in the student’s best interest. As a result of this evaluation, your child may be **involuntarily** removed from Sage Oak. A follow-up letter will be sent notifying you of the results of the administrator’s evaluation within ~~five-three~~ school days.

Sincerely,

The Sage Oak Administration

Teacher/EA Name, Number, Email

Administrator Name, 888-435-4445, Email

INSTRUCTION

6115 E.4 - SO

STUDENT RE-ENGAGEMENT - EVALUATION DETERMINATION LETTER

The following is the evaluation determination letter for Sage Oak's Student Re-Engagement process as outlined in the Attendance, Support, and Involuntary Removal Policy.

Sage Oak, _____ (fill in school name student is enrolled in)

Parent/Guardian Name

Concerning: Student Name, SSID#

Student Re-Engagement Evaluation Determination

Date

Dear Parent/Guardian Name,

A student re-engagement evaluation has been conducted. As a result of our determination that independent study is not in the best interest of your student, your student will be involuntarily removed from Sage Oak effective _____ (5 school days from date letter will be sent). You have a right to a hearing to appeal this decision, during which you may present testimony, evidence, and witnesses to confront and cross-examine adverse witnesses relating to the specific instances in which a student re-engagement letter was issued. If you would like to have a hearing, you must respond to this letter requesting a hearing by the close of the business day, 4:30 pm, on _____ (5 school days from date letter will be sent). If there is no request for this hearing, your student will be removed from the charter school as detailed herein.

Sincerely,

The Sage Oak Administration

INSTRUCTION

6115 E.4 - SO

~~STUDENT RE-ENGAGEMENT PROGRESS IMPROVEMENT NOTIFICATION-~~ EVALUATION DETERMINATION LETTER

The following is the evaluation determination letter for Sage Oak’s ~~Student Re-Engagement Progress Improvement Notification (PIN)~~ pProcess as outlined in the Attendance, Support, and Involuntary Removal Policy.

Sage Oak, _____ (fill in school name student is enrolled in)

Parent/Guardian Name

Concerning: Student Name, SSID#

Student Re-Engagement Evaluation Determination

Date

Dear Parent/Guardian Name,

A ~~student re-engagement PIN (Progress Improvement Notification)~~ evaluation has been conducted. As a result of our determination that independent study is not in the best interest of your student, your student will be involuntarily removed from Sage Oak effective _____ (5 school days from date letter will be sent). You have a right to a hearing to appeal this decision, during which you may present testimony, evidence, and witnesses to confront and cross-examine adverse witnesses relating to the specific instances in which a student re-engagement letter was issued. If you would like to have a hearing, you must respond to this letter requesting a hearing by the close of the business day, 4:30 pm, on _____ (5 school days from date letter will be sent). If there is no request for this hearing, your student will be removed from the charter school as detailed herein.

Sincerely,

The Sage Oak Administration

INSTRUCTION

6115 E.5 - SO

STUDENT RE-ENGAGEMENT- WITHDRAWAL NOTIFICATION

The following is the evaluation determination letter for Sage Oak's Student Reengagement process as outlined in the Attendance, Support, and Involuntary Removal Policy.

Letter

Sage Oak, _____ (fill in school name student is enrolled in)

Parent/Guardian Name

Concerning: Student Name, SSID #

Notification of removal from school

Date

Dear Parent/Guardian Name,

IF NO REQUEST FOR HEARING, USE THIS VERBIAGE: In accordance with our Attendance, Student Support, and Involuntary Removal Policy (attached), your student has been removed from the charter school effective _____ (put drop date).

IF HEARING CONDUCTED, USE THIS VERBIAGE: As a result of the appeal hearing, and in accordance with our Attendance, Student Support, and Involuntary Removal Policy (attached), your student has been removed from the charter school effective _____ (put drop date).

The involuntary removal of your student from the school does not prohibit re-enrollment in the future. In order to apply for re-enrollment, the student must complete an educational rehabilitation plan consisting of at least 95% positive attendance for one complete school year at a public or private school, as well as the completion of all schoolwork consistent with school policies at a public or private school. Be prepared to submit documentation of the completed rehabilitation plan prior to applying for re-enrollment.

Sincerely,

The Sage Oak Administration

INSTRUCTION

6115 E.5 - SO

~~STUDENT RE-ENGAGEMENT~~~~STUDENT RE-ENGAGEMENT~~~~PROGRESS-~~ ~~IMPROVEMENT NOTIFICATION-~~ WITHDRAWAL NOTIFICATION

The following is the evaluation determination letter for Sage Oak’s ~~Student Reengagement~~~~Progress Improvement Notification (PIN)~~ pProcess as outlined in the Attendance, Support, and Involuntary Removal Policy.

Letter

Sage Oak, _____ (fill in school name student is enrolled in)

Parent/Guardian Name

Concerning: Student Name, SSID #

Notification of removal from school

Date

Dear Parent/Guardian Name,

IF NO REQUEST FOR HEARING, USE THIS VERBIAGE: In accordance with our Attendance, Student Support, and Involuntary Removal Policy (attached), your student has been removed from the charter school effective _____ (put drop date).

IF HEARING CONDUCTED, USE THIS VERBIAGE: As a result of the appeal hearing, and in accordance with our Attendance, Student Support, and Involuntary Removal Policy (attached), your student has been removed from the charter school effective _____ (put drop date).

The involuntary removal of your student from the school does not prohibit re-enrollment in the future. In order to apply for re-enrollment, the student must complete an educational rehabilitation plan consisting of at least 95% positive attendance for one complete school year at a public or private school, as well as the completion of all schoolwork consistent with school policies at a public or private school. Be prepared to submit documentation of the completed rehabilitation plan prior to applying for re-enrollment.

Sincerely,

The Sage Oak Administration

INSTRUCTION

6115 E.6 - SO

STUDENT RE-ENGAGEMENT EVALUATION DETERMINATION NON-REMOVAL

The following is the evaluation determination letter for Sage Oak's Student Reengagement process as outlined in the Attendance, Support, and Involuntary Removal Policy.

Letter

Sage Oak, _____ (fill in school name student is enrolled in)

Parent/Guardian Name

Concerning: Student Name, SSID #

Date

Dear Parent/Guardian Name,

A student re-engagement evaluation has been conducted. As a result, your child will NOT be involuntarily removed from Sage Oak at this time. Your child is still expected to meet all guidelines set forth in the school's Attendance, Student Support, and Involuntary Removal Policy. If the guidelines are not met, then additional student re-engagement and determination evaluations may be issued.

Sincerely,

The Sage Oak Administration

INSTRUCTION

6115 E.6 - SO

STUDENT RE-ENGAGEMENT EVALUATION DETERMINATION NON-REMOVAL

The following is the evaluation determination letter for Sage Oak’s Student Reengagement process as outlined in the Attendance, Support, and Involuntary Removal Policy.

Letter

Sage Oak, _____ (fill in school name student is enrolled in)

Parent/Guardian Name

Concerning: Student Name, SSID #

Date

Dear Parent/Guardian Name,

Sage Oak, _____ (fill in school name student is enrolled in)¶¶

Parent Name¶¶

Concerning: Student Name SSID #¶¶

¶¶

~~Student Re-Engagement Evaluation Determination Non-Removal~~¶¶

~~Date~~¶¶

¶¶

~~Dear Parent Name,~~

A student re-engagement) evaluation has been conducted. As a result, your child will NOT be removed from Sage Oak at this time. Your child is still expected to meet all guidelines set forth in the school’s Attendance, Student Support, and Involuntary Removal Policy. If the guidelines are not met, then additional student re-engagement and determination evaluations may be issued.

Sincerely,
The Sage Oak Administration

INSTRUCTION**6120-SO****VIRTUAL MEETING POLICY**

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Virtual Meeting Policy to apply to all students enrolled in SOCS. SOCS believes it is in the best interest of the student to conduct meetings in person. However, there is value in conducting meetings virtually to allow for unique circumstances, illness, extended educational trips, and other needs that require greater flexibility. Virtual meetings allow teachers, students, and parents/guardians to meet when in-person meetings are not able to take place.

General Guidelines:

1. Virtual meeting dates and times must be mutually agreed upon by the teacher, student, and parent/guardian.
2. Virtual meetings must take place using SOCS’ chosen virtual platform unless it is required by a state assessment to utilize a specified secure browser.
3. Virtual assessment (CAASPP, ELPAC, iReady, etc.) meetings must comply with all assessment requirements per the test guidance and should follow the requirements outlined in the Virtual Proctoring Policy.
4. The teacher, student, and parent/guardian listed on the master agreement must be present during the entire virtual meeting with cameras on.
5. During the duration of the virtual meeting, the video camera must be directed at the teacher, student, and parent/guardian such that there is a clear, unobstructed view of their face, head, and shoulders. Hats are not permitted during the virtual meeting, except for head coverings that may be worn for religious reasons.
 - a. Upon two (2) or more violations of this video camera guideline, SOCS may complete a home visit to conduct a welfare check of the student.
6. Teachers, students, and parents/guardians shall attempt to participate in the virtual meetings in a private, quiet location, and to limit any background noise or distractions.
7. Virtual meetings are considered equivalent to in-person meetings and must replicate the same level of interaction, engagement, and access to the student as face-to-face meetings. Attendance at all required virtual meetings shall be governed by the Attendance, Support, and Involuntary Removal Policy, which is available on the school website.
8. Virtual learning period meetings should be scheduled according to the learning period meeting guideline of one hour per student minimum. Teachers must review the entire body of work for the learning period and collect the appropriate documentation necessary to support it.
9. Virtual meetings must follow all requirements of the student Acceptable Use Policy and Personnel Acceptable Use of Technology Policy, which are available on the school website.

INSTRUCTION

6120-SO

VIRTUAL MEETING POLICY

10. Teachers and students must conduct themselves in an appropriate and professional manner complying with all applicable Charter School policies, including, but not limited to the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy; the Civility Policy; the Suspension and Expulsion Policy and Procedures; and any other applicable conduct related Charter School policies. Failure to comply with Charter School policies may result in disciplinary action, consistent with the applicable policies and their procedures.

The virtual meeting option may be revoked if:

1. Students or parents/guardians do not follow the general guidelines listed above.
2. It is found that a teacher, student, or parent/guardian are not conducting or participating in virtual meetings with the same level of excellence and with the same criteria as in-person meetings.
3. The Attendance, Support and Involuntary Removal Policy will be followed for a missed meeting and/or lack of work.

INSTRUCTION**6120-SO****VIRTUAL MEETING POLICY**

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Virtual Meeting Policy to apply to all students enrolled in SOCS. SOCS believes it is in the best interest of the student to conduct meetings in person. However, there is value in conducting meetings virtually to allow for unique circumstances, illness, extended educational trips, and other needs that require greater flexibility. Virtual meetings allow teachers, students, and parents/guardians to meet when in-person meetings are not able to take place.

General Guidelines:

1. Virtual meeting dates and times must be mutually agreed upon by the teacher, student, and parent/guardian.
2. Virtual meetings must take place using SOCS’ chosen virtual platform unless it is required by a state assessment to utilize a specified secure browser.
3. Virtual assessment (CAASPP, ELPAC, iReady, etc.) meetings must comply with all assessment requirements per the test guidance and should follow the requirements outlined in the Virtual Proctoring Policy.
4. The teacher, student, and parent/guardian listed on the master agreement must be present during the entire virtual meeting with cameras on.
5. During the duration of the virtual meeting, the video camera must be directed at the teacher, student, and parent/guardian such that there is a clear, unobstructed view of their face, head, and shoulders. Hats are not permitted during the virtual meeting, except for head coverings that may be worn for religious reasons.
 - a. Upon two (2) or more violations of this video camera guideline, SOCS may complete a home visit to conduct a welfare check of the student.
6. Teachers, students, and parents/guardians shall attempt to participate in the virtual meetings in a private, quiet location, and to limit any background noise or distractions.
7. Virtual meetings are considered equivalent to in-person meetings and must replicate the same level of interaction, engagement, and access to the student as face-to-face meetings. Attendance at all required virtual meetings shall be governed by the Attendance, Support, and Involuntary Removal Policy, which is available on the school website.
8. Virtual learning period meetings should be scheduled according to the learning period meeting guideline of ~~approximately~~ one hour per student **minimum**. Teachers must review the entire body of work for the learning period and collect the appropriate documentation necessary to support it.
9. Virtual meetings must follow all requirements of the student Acceptable Use Policy and Personnel Acceptable Use of Technology Policy, which are available on the school website.

INSTRUCTION

6120-SO

VIRTUAL MEETING POLICY

10. Teachers and students must conduct themselves in an appropriate and professional manner complying with all applicable Charter School policies, including, but not limited to the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy; the Civility Policy; the Suspension and Expulsion Policy and Procedures; and any other applicable conduct related Charter School policies. Failure to comply with Charter School policies may result in disciplinary action, consistent with the applicable policies and their procedures.

The virtual meeting option may be revoked if:

1. Students or parents/guardians do not follow the general guidelines listed above.
2. It is found that a teacher, student, or parent/guardian are not conducting or participating in virtual meetings with the same level of excellence and with the same criteria as in-person meetings.
3. ~~The Attendance, Support and Involuntary Removal Policy will be followed~~ ~~The student is issued a Progress Improvement Notification (“PIN”)~~ for a missed meeting and/or lack of work.

INSTRUCTION**6125-SO****REPORT CARD POLICY**

Sage Oak Charter Schools (“SOCS”) adopt this TK - 8th Grade Report Card Policy to apply to all report cards and grades maintained by SOCS. Report cards are standard for students in grades TK - 12 who have positive attendance for a minimum of 20 school days within a semester.

According to California Education Code ARTICLE 3. General Provisions [49062 - 49069.5] (Article 3 enacted by Stats. 1976, Ch. 1010.) 49066. “When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.”

Methods of Evaluation

Grades are exclusively standards based and the student’s overall academic performance in each area and are evaluated using observation, graded student work, chapter quizzes/tests, discussions at learning period meetings, and professional judgment.

TK - 5th Grade

Rubric scores are issued based on the student’s progress toward grade level standards using the following rubrics.

Rubric for ELA and Math

1. NT - Not currently on target to meet grade level standards
 - a. One or two grade levels below standards
2. AT - Approaching target to meet grade level standards
 - a. Up to one grade level below standards
3. OT - On target to meet or exceed grade level standards
 - a. At or above grade level standard

Rubric for History, Science, Physical Education and Special Interest

1. NE - Not currently approaching expectations
 - a. One or two grade levels below in depth of learning and work product
2. AE - Approaching expectations
 - a. Up to one grade level below in depth of learning and work product
3. OE - On or exceeds expectations
 - a. At or above grade level in depth of learning and work product

INSTRUCTION

6125-SO

REPORT CARD POLICY

6th - 12th Grade

Letter grades are issued based on the student's completion of coursework and progress toward grade level standards based on the judgment of the teacher of record using a traditional A-F grading system.

Students with Moderate/Severe Disabilities

Rubric scores are issued based on the student's progress toward their goals and objectives and will be represented by the mark GO, indicating that the student's progress will be reported on the goals and objectives.

Challenging Grades

In the event that a parent/guardian disagrees with the student's final grade(s), the steps below must be followed:

1. Parent/guardian will communicate the concern to the teacher in writing and provide the teacher the opportunity to explain the rationale for the final grade
2. Parent/guardian is not satisfied with the teacher's rationale and will submit a formal challenge to the Lead Coordinator of Accountability by submitting the Parent/Guardian - Final Grade Challenge form.
3. Lead Coordinator of Accountability will review the challenge by ensuring the teacher used due diligence in evaluating the student's academic performance and communicate findings in writing to the parent/guardian within two weeks of receiving the formal challenge.

INSTRUCTION**6125-SO****REPORT CARD POLICY**

Sage Oak Charter Schools (“SOCS”) adopt this TK - 8th Grade Report Card Policy to apply to all report cards and grades maintained by SOCS. Report cards are standard for students in grades TK - 12 who have positive attendance for a minimum of 20 school days within a semester.

According to California Education Code ARTICLE 3. General Provisions [49062 - 49069.5] (Article 3 enacted by Stats. 1976, Ch. 1010.) 49066. “When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.”

Methods of Evaluation

Grades are exclusively standards based and the student’s overall academic performance in each area and are evaluated using observation, graded student work, chapter quizzes/tests, discussions at learning period meetings, and professional judgment.

TK - 5~~6~~th Grade

Rubric scores are issued based on the student’s progress toward grade level standards using the following rubrics.

Rubric for ELA and Math

1. NT - Not currently on target to meet grade level standards
 - a. One or two grade levels below standards
2. AT - Approaching target to meet grade level standards
 - a. Up to one grade level below standards
3. OT - On target to meet or exceed grade level standards
 - a. At or above grade level standard

Rubric for History, Science, ~~Physical Education~~ ~~Life Skills~~ and Special Interest

1. NE - Not currently approaching expectations
 - a. One or two grade levels below in depth of learning and work product
2. AE - Approaching expectations
 - a. Up to one grade level below in depth of learning and work product
3. OE - On or exceeds expectations
 - a. At or above grade level in depth of learning and work product

INSTRUCTION

6125-SO

REPORT CARD POLICY

6~~7~~th - 12th Grade

Letter grades are issued based on the student's completion of coursework and progress toward grade level standards based on the judgment of the teacher of record using a traditional A-F grading system.

Students with Moderate/Severe Disabilities

Rubric scores are issued based on the student's progress toward their goals and objectives and will be represented by the mark OG, indicating that the student's progress will be reported on the goals and objectives.

Challenging Grades

In the event that a parent/guardian disagrees with the student's final grade(s), the steps below must be followed:

1. Parent/guardian will communicate the concern to the teacher in writing and provide the teacher the opportunity to explain the rationale for the final grade
2. Parent/guardian is not satisfied with the teacher's rationale and will submit a formal challenge to the Lead Coordinator of Accountability by submitting the Parent/Guardian - Final Grade Challenge form.
3. Lead Coordinator of Accountability will review the challenge by ensuring the teacher used due diligence in evaluating the student's academic performance and communicate findings in writing to the parent/guardian within two weeks of receiving the formal challenge.

INSTRUCTION

6150-SO

INTERVENTION POLICY

Sage Oak is rooted in values that demonstrate a commitment to the students that we serve. We believe in providing a personalized, quality educational program for students that includes a research-based multi-tiered system of support.

This policy sets out a framework for students who have not achieved grade-level proficiency, in which Sage Oak holds the responsibility to implement a system of support that includes an integrated approach using pedagogy, curriculum and instructional design, and progress monitoring data to ensure that every student will receive quality, standards-based instruction in all content areas to enable student academic growth and to graduate college-prepared and career-ready.

The framework includes:

- a. Offer a multi-tiered system of supports to address their needs
- b. Adopt a consistent approach for the identification of students who have not achieved grade-level proficiency.
- c. Provide a research-based intervention program for students who qualify
- d. Implement ongoing assessments to determine effectiveness of the program and monitor student growth

Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is an integrated, comprehensive framework that focuses on standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Sage Oak's MTSS has three tiers to offer support.

Tier 1 Services

- a. Support and services offered to all students.
- b. Personalized Education Plan
- c. Targeted support offered by the general education teacher
- d. Schoolwide social-emotional learning

Tier 2 Services

- a. Intervention programs based on data revealing that students need more than core, universal instruction, services and support. This includes academic support and intervention, social-emotional learning support, counseling and behavioral interventions driven by data to support student needs.
- b. Title I Support
- c. Student Study Team meetings

Tier 3 Services

- a. Students identified as having the highest level of need
- b. Student Study Team progress monitoring

INSTRUCTION

6150-SO

INTERVENTION POLICY

- c. Possible 504/SPED referral

Identification of Students

Students that are identified to receive the tier 2 support of our intervention program will be required to participate in the intervention program. The identification of students may take place through, but is not limited to, analysis of local assessment data and state assessment data, informal assessment including teacher observation, formative assessment, prior standardized testing, report cards, and/or progress reports. If a student is not making progress towards grade level standards through the support of tier 2 services, then the student will progress to tier 3 services.

Research-Based Intervention Program

Sage Oak will provide a research-based intervention program for identified students that may include, but is not limited to, personalized intervention plans, online or print based intervention curriculum, and small group or one-on-one online instruction. Identified students that fail to meet the participation requirements for the intervention program are subject to the school's Attendance, Support, and Involuntary Removal Policy.

Assessments

Students that are required to participate in the intervention program, will be required to complete ongoing assessments, determined by Sage Oak, in order to monitor student progress and program effectiveness. Identified students that fail to participate in the required assessments are subject to the school's Attendance, Support, and Involuntary Removal Policy.

INSTRUCTION

6150-SO

INTERVENTION POLICY

Sage Oak is rooted in values that demonstrate a commitment to the students that we serve. We believe in providing a personalized, quality educational program for students that includes a research-based multi-tiered system of support.

This policy sets out a framework for students who have not achieved grade-level proficiency, in which Sage Oak holds the responsibility to implement a system of support that includes an integrated approach using pedagogy, curriculum and instructional design, and progress monitoring data to ensure that every student will receive quality, standards-based instruction in all content areas to enable student academic growth and to graduate college-prepared and career-ready.

The framework includes:

- a. Offer a multi-tiered system of supports to address their needs
- b. Adopt a consistent approach for the identification of students who have not achieved grade-level proficiency.
- c. Provide a research-based intervention program for students who qualify
- d. Implement ongoing assessments to determine effectiveness of the program and monitor student growth
- e. ~~Implement an accountability program to ensure students are completing the intervention program as required~~

Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is an integrated, comprehensive framework that focuses on standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Sage Oak's MTSS has three tiers to offer support.

Tier 1 Services

- a. Support and services offered to all students.
- b. Personalized Education Plan
- c. Targeted support offered by the general education teacher
- d. Schoolwide social-emotional learning
- e. ~~School Subscriptions~~

Tier 2 Services

- a. Interventions ~~programs~~ based on data revealing that students need more than core, universal instruction, services and support. ~~This includes academic support and intervention, social-emotional learning support, counseling and behavioral interventions driven by data to support student needs.~~
- b. ~~Data driven intervention programs~~ ~~Intervention Programs~~
- c. ~~Title I Support~~
- d. Student Study Team meetings

INSTRUCTION

6150-SO

INTERVENTION POLICY

Tier 3 Services

- a. Students identified as having the highest level of need
- b. Student Study Team **progress monitoring meetings**
- c. Possible 504/SPED referral

Identification of Students

Students that are identified to receive the tier 2 support of our intervention program will be required to participate in the intervention program. The identification of students may take place through, but is not limited to, analysis of local assessment data and state assessment data, informal assessment including teacher observation, formative assessment, prior standardized testing, report cards, and/or progress reports. If a student is not making progress towards grade level standards through the support of tier 2 services, then the student will progress to tier 3 services.

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Assessments

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INSTRUCTION**6065-SO****SPECIAL EDUCATION PIN PROCESS FOR MISSED SERVICES**

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Special Education Student Re-Engagement Process for Missed Services Policy to apply to students enrolled in Sage Oak Charter Schools .

The Special Education (SPED”) department of Sage Oak Charter Schools (SOCS) is required to provide a Free and Appropriate Education (FAPE) to all SPED students. The purpose of this policy is to outline the steps that will be taken by the SPED department if the parent/guardian and student responsibilities are not fulfilled per a signed Individualized Education Plan (IEP).

The following process will be followed when a SPED student is not attending their SPED and/or related service(s). A no show is a cancellation with less than 24 hours notice to the SPED provider.

1. Case manager and/or service provider will keep track via a service log of unexcused absences to a SPED and/or related service(s) a student has accumulated.
2. Once a student accumulates three (3) unexcused absences to SPED and/or related service(s), the case manager will contact a program specialist, and the SPED provider will email the student’s case manager with dates of services missed. SPED administration contacts parent/guardian to discuss the reason(s) for missed services. The SPED administrator will confirm with the parent/guardian the date/time of the next scheduled SPED and/or related service(s) to ensure student attendance.
3. After six unexcused absences a student re-engagement letter will be issued to the student and an IEP will be held. During the IEP meeting, the SPED administrator will discuss FAPE with the parent/guardian along with the IEP teams concerns and the following available options:
 - a. Parent/guardian can ensure student attends SPED and/or related service(s) and SOCS will continue to monitor compliance. SPED administrator will discuss options with parent/guardian to ensure attendance at SPED and/or related services such as switching the date/time of service. Parent/guardian can withdraw consent for SPED placement, which would include withdrawing consent for SPED and/or related services.
4. A student re-engagement letter will be issued for every two (2) additional missed services.
5. Once a student receives three (3) student re-engagement letters for missed SPED services, an IEP meeting will be held with parent/guardian to discuss issues of the student not attending SPED and/or related services.
6. The student will be considered for involuntary removal per the schools’ attendance,

INSTRUCTION

6065-SO

SPECIAL EDUCATION PIN PROCESS FOR MISSED SERVICES

student support and involuntary removal policy.

Coversheet

Approval of Sage Oak Charter Schools English Learner (EL) Master Plan 2022-23

Section:	XII. Education Student/Services
Item:	A. Approval of Sage Oak Charter Schools English Learner (EL) Master Plan 2022-23
Purpose:	Vote
Submitted by:	
Related Material:	Sage Oak EL Master Plan 2022-23 (2)pdf.pdf ELD Program 2022-23 Board Presentation pdf.pdf

BACKGROUND:

The 2022-23 EL Master Plan has been updated to more closely align with the CA English Learner Roadmap. While the content is much the same as last year's EL Master Plan, it has been reorganized, allowing for greater focus on the development of the individual components of the Sage Oak English Language Development Program. Key changes to this year's EL Master Plan include the addition of virtual designated English language instruction classes for all Sage Oak English Learners and increased collaboration between general education and our Special Education team for EL students with IEPs.

RECOMMENDATION:

It is recommended the Board approve the Sage Oak Charter Schools English Learner (EL) Master Plan as presented.

Sage Oak Charter Schools
English Learner Master Plan
2022-23



Presented by: Sage Oak Charter Schools

Approved by the Sage Oak Charter School Board

We would like to extend our gratitude to those that contributed to the development of this EL Master Plan:

Kristin Aschbrenner, Lead Coordinator, Title I
Jamee Block, Director of Education Services
Julia Jezwoski, Education Services Coordinator
Lorinda Loughlin, Accountability Coordinator
Carleen Maurer, Assistant Director of Special Education
Sage Oak English Learner Advisory Committee members
Sage Oak School Site Council members
Past EL Master Plan Committee members

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Commitment and Purpose

Sage Oak Charter Schools EL Population

Sage Oak Charter Schools serve a student population, TK through Grade 12, of approximately 3,833 students; 50 of the students are English Learners (1.4%), 78 are Initial Fluent English Proficient (2.2%) and 96 are Reclassified Fluent English Proficient (2.8%). There are 12 different languages spoken by Sage Oak EL students. The majority of the EL students' primary language is Spanish.

Mission and Vision

Sage Oak Charter School will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its standards-based online and independent study curriculum, combined with superior individualized support, Sage Oak Charter School will provide an inspirational learning environment with enriched and rigorous academics and high standards to empower students to become self-motivated and competent lifelong learners who will make a positive impact in their communities.

Goals and Objectives

The Sage Oak English Learner Master Plan serves as a guide and gives an overview of the programs and resources provided for our English learners. The plan is centered around our vision, core beliefs and goals for all students in our schools and affirms our commitment to each English learner as an individual by honoring their diversity and accelerating their English language proficiency while preparing them for the rigors of college, future careers, and becoming a productive and engaged global citizen.

The English Learner Master Plan provides a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services. These policies are based on current resources and initiatives related to the 2012 CA ELD Standards, the 2014 English Language Arts (ELA)/English Language Development (ELD) Framework, and the California English Learner Roadmap and are in place in order to:

- Ensure that English learners will achieve English language proficiency as quickly as possible.
- Support the academic success of English learners by consistently providing high-quality services designed to meet their academic and linguistic needs.
- Develop cross-cultural awareness, appreciation of one's own culture and language, encouragement of bilingualism, and enhance positive self-esteem of English learners.
- Embrace and encourage parent and community involvement in meeting the needs of English learners.
- Provide staff and parent training in the implementation of effective instructional programs and teaching strategies for English learners.
- Providing a process for monitoring the effectiveness of the program.

Guiding Principles of the California English Learner Roadmap

The California English Learner Roadmap will guide Sage Oak to continuous improvement of the EL program over time. The Roadmap emphasizes four principles and approaches to teaching and learning that result in a more powerful, twenty-first century education for all English learners.

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world through Integrated ELD.

For additional information visit the CDE English Learner Roadmap web page at <https://www.cde.ca.gov/sp/el/rm/>.

Responding to Diverse Learners

Identification of English Learner Students

Federal Law mandates that all students in K–12, upon first enrollment in a California public school, the Local Education Agency (LEA) uses a standardized procedure to determine a student's primary language.

Home Language Survey

This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. The HLS is used as the primary screener to identify if the student uses a primary language other than English. If at least one of the first three questions on the HLS is answered with a language "other than English", the assessment process to determine English language fluency begins. This process includes testing the student's English proficiency with the state-adopted English language proficiency assessment, English Language Proficiency Assessments for California (ELPAC). The initial assessment is to be administered within thirty (30) calendar days of enrollment. In cases where parents/guardians answer 'English' to all questions on the HLS, but educators notice the student using another language, this student may be assessed on the initial ELPAC so the child's civil right to access education is provided by the school. Parents and school personnel should work collaboratively to identify if the child is or is not an English learner.

The HLS should not be readministered every year nor readministered if a student enrolls in a new LEA. If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, CALPADS shall be used to determine whether a student has a history of being an English Language Learner. If a student has a history of being an English Learner, the student will be given an annual Summative ELPAC assessment during the February 1st through May 31st test window.

ELPAC Assessment

For California's public school students, the English Language Proficiency Assessment for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English, as determined by the HLS or teacher observation. State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs), as a summative assessment. ELPAC results are not used to measure academic achievement.

Once tests are scored by the testing agency, individual student score reports (SSRs) are loaded directly to both the parent and student portals of the school's student information system from the Test Operation Management System. Once scores are received, parents will also be informed of test results within 30 calendar days from the first day of the current school year via email and/or through US mail. Parents/guardians are notified of results in

writing in a language they can understand (or orally, if they are unable to understand written communication). Parents will also be notified in any language of which 15% or more of the student population speaks in common. Additionally, each student's test results are uploaded to the charter's student information system and recorded on the English Language Master Tracking Spreadsheet. When a student withdraws from Sage Oak Charter School, a list of the student's test results will be printed from the student information system and included in the student's requested cumulative file.

Initial ELPAC Assessment

The purpose of the Initial ELPAC is to identify students who are ELs or are initial fluent English proficient (IFEP). All students in kindergarten through grade twelve (K–12), ages three through twenty-one, whose primary language is a language other than English must take the Initial ELPAC within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations.

The Initial ELPAC window is from July 1 to June 30 each year. The Initial ELPAC measures the ELP in the four language domains of listening, speaking, reading, and writing, and identifies students as beginning either fluent in English (IFEP) or an English Learner (Intermediate or Novice).

Initial ELPAC Student Score Reports

The official score for the Initial ELPAC is produced once the LEA has entered and locked in the student's raw scores into the state assessment system. Individual student Initial ELPAC results include:

1. An Overall performance level and scale score which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

Initial Fluent English Proficient (IFEP)

Students at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Intermediate English Learner

Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways on a range of topics and content areas.

Novice English Learner

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts. They need substantial linguistic support to communicate on less familiar tasks and topics.

2. A performance level for each composite tested (Oral and Written Language) well-developed, somewhat to moderately developed, and minimally developed.

The Initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used

to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language supports.

More information for families and staff can be found on the ELPAC website at <http://www.elpac.org> or the CDE Initial Assessment Fact Sheet at <http://www.cde.ca.gov/ta/tg/ca/documents/initialelpactactsheet.pdf>

Summative ELPAC Assessment

The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. The Summative ELPAC is aligned with the 2012 California English Language Development Standards and measures how well a student is progressing with English development in each of the four domains: Listening, Speaking, Reading, and Writing.

This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. And to help determine if a student is ready to be reclassified. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to Fluent English Proficient (RFEP). The Summative ELPAC administration window is open from February 1 through May 31.

Summative ELPAC Student Score Reports

The official score for the Summative ELPAC is produced by the test contractor. The Summative ELPAC report includes the following information:

- An overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE. The Summative ELPAC Performance Level Descriptors are:

Level 4: Well Developed

English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 CA ELD Standards).

Level 3: Moderately Developed

English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the 2012 CA ELD Standards.

Level 2: Somewhat Developed

English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are

not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the 2012 CA ELD Standards.

Level 1: Minimally Developed

English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 CA ELD Standards.

For additional information visit the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/> and the ELPAC website at <http://www.elpac.org>.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP). Sage Oak Charter School recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification.

Reclassification Criteria

Sage Oak Charter School uses the following criteria to reclassify EL students to RFEP status:

- Summative ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Approval
- Smarter Balanced and/or Local Assessments can also be used in determining student readiness for reclassification

Reclassification Process

Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when ELPAC score reports are received by the charter.

Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification. Once the letter has been signed by the administration and the parents of the student, the reclassification will take place. The language acquisition status of the student will be updated in the student information, on the EL Master Tracking Spreadsheet and ultimately in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.

English Learners in Special Education

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state's ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations.

Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment. In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4).
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).
- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7).

IEP teams will ensure that each English Learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English Learner whose IEP indicates that instructional services will be provided through an Alternative Program.

SpEd: Assessment

Students whose initial Home Language Survey indicates that a language other than English is spoken will be assessed on the ELPAC test within the first 30 days of school annually. ELPAC testing is considered to be one of the state's standardized tests; therefore, accommodations/modifications provided in the IEP for any standardized test will apply. SpEd students with an existing EL classification will be assessed annually. If a student is slated to take the ELPAC test, who also would qualify for the CAA, the Special Education Director will be notified so that we can evaluate the need for the Alternate ELPAC.

SpEd: Classification

Students who are classified as English Learners MUST have their ELD needs addressed as part of their Individualized Education Program (IEP). Students who have been reclassified as Fluent English Proficient (RFEP) or who were initially identified as Initially Fluent English Proficient (IFEP) are *not* considered English Learners for the purpose of the IEP. Their progress is still monitored, but ELD does not need to be addressed on the IEP.

Needs of English Learners

The needs of English Learners are addressed in several places on the IEP:

Student Information:

- Is the student an English Learner?
- What is the student's primary language?
- Proficiency Level and Date: Overall ELPAC proficiency level and scaled score from most recent annual assessment (This information can be obtained from the English Learner/Assessment Lead, the SIS, the EL Master Tracking Spreadsheet or from the English Learner folder that is part of the student's cumulative file)
- Is an interpreter required? (*for the parents*) Indicate the language for the interpreter.

Present Levels:

- Most recent ELPAC scores should be listed for each domain area (list performance level as well as scaled score)
- *Academic Skills:* In addition to the academic data usually included, it should be indicated how the student's English language development needs, if any, will be addressed in each academic area. For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- *Communication:* Information on the student's language development should be specified in this section of the IEP, including the student's primary language and how the student's language development (expressive and receptive) relates to his/her ability to communicate with others and its impact on his/her school performance.

Special Factors:

- Testing Accommodations/Modifications: If the student needs the same accommodations or modifications as are being used on the CAASPP tests, the box next to "Other statewide/charter assessments" will be checked and "Same as Above" for the listed accommodation/modification will be written.

Annual Goals:

- Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.

- For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- Ensure that goals are linguistically appropriate (see below)

Services:

- If the student requires any supplemental aids or services or any special education services to enable the student to benefit from their ELD services or setting, they will be listed in the IEP. If the IEP team determines that the student's program should be modified from that of other ELD students in order to meet the student's unique educational needs, that modification should be listed in the IEP.

Writing Linguistically Appropriate Goals and Benchmarks-

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the "Areas of Need" that the IEP goals will address in listening, speaking, reading and writing.
- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parenthesis.
 - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)
- Write (or modify from a goal bank selection) an annual goal to ensure that it is linguistically appropriate and includes the words "in English."
 - For example: By (*date*), following teacher-led prewriting activities, (*student name*) will compose a single paragraph in English including a topic sentence, three supporting sentences and a concluding paragraph with ___% accuracy in ___ of ___ trials as measured by student work samples.

Note: It is best practice to insert the phrase "in English" to emphasize the language component of the goal.

Check the "Linguistically Appropriate" box to indicate the goal is linguistically appropriate to meet the student's English language development needs.

Special Education EL Reclassification

In some cases, an IEP team may find that it is the disability that interferes with a student's ability to demonstrate English fluency due to Communication Disorders and/or Cognitive Disabilities. In these cases, the IEP team assesses student progress and considers reclassification of the student to RFEP status. Ideally, this should be done as early as possible; as soon as one to two summative test administrations, or as soon as there is reasonable evidence that it is a student's disability that is prohibiting English Language Acquisition.

The Administrative Designee and/or Case Manager should include the rationale for reclassification.

Avoid:

- Focusing on family history. Instead, focus on assessment results and the impact of the disability.
- Including parents' wishes for reclassification or opinion as to the validity of ELPAC scores or current English learner status. Instead, focus on the needs of the child.
- Basing recommendation for changing EL status on the belief of the parent(s) or team members that the EL status or Home Language Survey was erroneous to begin with and therefore the student should never have been classified as EL. This is a matter outside of the scope of the IEP team and cannot be the basis for the team's recommendation for reclassification.

If the recommendation for reclassification is taking place as part of the student's initial IEP or annual review, then all other pages of the IEP are completed to reflect the recommendation that the student is to be reclassified as RFEP (Reclassified Fluent English Proficient). If the recommendation for reclassification is taking place between annual reviews, then in addition to completing the *IEP Team Recommendation for Reclassification of Special Education English Learners* form, an *IEP Amendment* meeting and form must also be completed. All applicable staff should be a part of the reclassification meeting. If the team decides to reclassify the student as RFEP, the Special Education teacher or Case Manager will include a copy of the *IEP Team Recommendation for Reclassification of Special Education English Learners* form in the EL file, will update the EL Master Tracking Spreadsheet and follow all other reclassification procedures. These procedures include notifying the assessment and accountability department of the reclassification. Because this is an IEP team recommendation, the parents must be part of the decision. If the reclassification is not agreed upon, the IEP team must ensure that the IEP continues to address the needs of the student who remains classified as an English learning student.

ELD Program Options

Personalized English Language Mainstream Program

English Learners in Sage Oak Charter School participate in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language Mainstream Program will be supported by their instructors through the use of SDAIE strategies. Students may also be concurrently enrolled in an ELD support class. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of Sage Oak Charter School:

- Core instruction in language arts, math, science and social science is taught in English using charter approved curriculum and SDAIE methodology
- English Language Learners receive both integrated and designated ELD instruction which addresses the ELD standards in listening, speaking, reading and writing.
- Teachers working with EL students will be appropriately authorized, i.e. CLAD or equivalent.

Parent Notification of Programs

All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a description of our program, including educational materials used in this program and their entitlement to request a waiver. The information must be provided in a language the parents understand within 30 days of enrollment.

Staffing

Staffing Authorizations

Under the management of the Director of Human Resources, Sage Oak Charter School takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs and makes it a priority to hire CLAD or equivalent teachers. Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.

Teachers who are not currently authorized, but who are working with English Learners, shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The HR Department will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Access to Core Curriculum

All English learners are provided quality, standards-based, rigorous curriculum and instruction in all CORE content areas as well as Advanced Placement courses, enrichment classes, and college and career programs. Integrated ELD instruction and strategies are consistently implemented to meet the individual needs of each English learner.

SDAIE (Specially Designed Academic Instruction in English)

SDAIE is a methodology used to make subject area content, delivered in English, comprehensible in order to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. (EC 44253.2[b]).

SDAIE Strategies can include:

- Speak slowly and use repetition
- Visuals and realia
- Making manipulatives available
- Activate prior knowledge
- Focus on the meaning
- Graphic organizer/Charts
- Preview-Review
- Gestures and facial expressions
- Self-selected reading
- Scaffolding (visual content, graphic organizers)
- Consistent and Immediate Feedback
- Summarizing and Re-Teaching
- Use of cognates
- Reciprocal Teaching

English Language Development

English Language Development (ELD) Standards

Sage Oak's English Language Development program is grounded in research and aligned to the 2014 California State ELA/ELD Framework. The ELA/ELD Framework helps define how the California English Language Arts and English Language Development standards are to be taught and assessed. Both sets of standards represent the skills, knowledge and abilities English learners must possess in order to become 21 st Century and College and Career Ready and describe what students should know and be able to do at each of the five levels of English proficiency. Sage Oak is committed to implementing the ELA/ELD Framework, the California State Standards and English Language Development Standards through its adopted ELA/ELD programs. As stated in the ELA/ELD Framework Executive Summary: "The purpose of ELD instruction is to amplify (magnify and make clear) areas of

English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. The standards help teachers support EL students to interact in meaningful ways with others and with complex texts, engage in and learn through intellectually challenging tasks across the content areas, develop academic English, and develop awareness about how English works so that they can use it intentionally and purposefully.”

The California ELD standards are organized into three parts.

Part 1: Interacting in Meaningful Ways

English learners participate in meaningful and intellectually challenging tasks in three ways:

- Collaboratively, by communicating with others about social and academic topics.
- Interpretively, by understanding written and spoken information.
- Productively, by writing or presenting to explain ideas and information.

Part II: Learning About How English Works

English learners comprehend and produce academic texts in various content areas.

- English learners use language to create organized texts, expand and enrich ideas, and connect and condense ideas.

Part III: Using Foundational Literacy Skills

This section emphasizes how all teachers play a crucial role in developing the literacy of ELs.

- English learners at all grades require specialized instruction to learn foundational literacy skills, based on their age, previous literacy, and educational experiences

Link to ELD Standards: <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they magnify and make clear areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

Meaning Making

Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

Language Development

Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using

Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

Effective Expression

Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

Content Knowledge

Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

Foundational Skills

Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills. [Resource Guide to the Foundational Skills at www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf))

Charter schools enrolling English Learners have a dual obligation, as do all LEAs, to provide a program for EL students designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including classified ELD, must be an integral part of a comprehensive program for every English Learner.

The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others.

Designated English Language Development

Sage Oak's English language development program is designed to support the academic success and reclassification of English learners. The teacher implements techniques, methodology, and supplemental curriculum designated to teach ELs explicitly about the English language, academic vocabulary and develop their English language proficiency in all four language domains: speaking, listening, reading and writing. Sage Oak Charter School will create a personalized pathway of ELD instruction that is geared to the student's level of English proficiency.

Designated ELD instruction and individual academic support is provided to English learners during dedicated times each week. Students are grouped for designated ELD by their English language proficiency levels (Emerging, Expanding, Bridging). However, the three levels of language proficiency are not static, but rather represent a continuum of language learning and decisions about grouping will be made in the student's best interest. Teachers use the student's production and interpretation of the English language to choose appropriate learning supports, inform instructional decisions, and keep track of academic progress.

Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards

The Designated ELD curriculum and materials were chosen specifically to address the varied cultural and language backgrounds our English learners possess enabling learners and educators to celebrate their own cultures and everyday lived experiences while also learning about those of others. It includes authentic content from around the world to develop the student's understanding of different cultures and viewpoints of others around the globe.

The State Board of Education adopts instructional materials for use by students in kindergarten through grade eight. LEAs- school districts, charter schools, and county offices of education- ARE NOT required to purchase state-adopted instructional materials according to EC Section 60210(a). If an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. The review must include a majority of classroom teachers from that content area or grade-level ED Section 60210(c). EC Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to teacher involvement.

Professional Learning

Professional Development

Sage Oak Charter School provides ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, program designs, curriculum expectations, and processes and services for English Learners. Training should also focus on multiculturalism and up-to-date research and pedagogy for English Learners to receive equitable and accessible support and opportunities to achieve and reach their goals.

Staff development opportunities include, but are not limited to the following:

- ELD Standards
- ELPAC assessment and identification levels
- ELD strategies and instruction
- SDAIE strategies and instruction
- Differentiated instruction
- EL Master Tracking Spreadsheet and EL Cumulative file training
- Shared Best Practices

To ensure that all staff working with parents of EL students are appropriately trained, training participation and completion is documented.

Family & School Partnerships

Sage Oak Charter Schools seeks to promote positive collaboration between parents and the school by promoting open communication and developing a working partnership between parents and the schools to provide equal access to education for all students. Parents of English Learners (EL) are encouraged to participate in their children's education and be active in assisting their children in attaining English proficiency, achieve academically at high levels, and meet state standards. Parents are given information about the English Learner Advisory Committee (ELAC) and are encouraged to participate.

English Learner Advisory Committee (ELAC)

An English Learner Advisory Committee is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services and is required for any California public school with 21 or more English Learners. The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Assisting in the evaluation of the English Learner Master Plan.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation. Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body and the parents or guardians of English Learners shall elect the parent members of ELAC. Parents or guardians of English Learners shall be provided the opportunity to vote in the election. ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions. ELAC meeting agendas will be posted on the school website.

ELAC Membership

All parents/guardians of ELs and recently RFEPed students (within the academic school year) have an opportunity to participate as members of the committee. Members receive training and materials to assist members in carrying out their legal responsibilities.

The ELAC is composed of the following:

- Principal or designee
- Parents of EL and students redesignated (RFEP) within the academic school year.
- School staff

Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

Assessment and Student Monitoring

Accountability and Evaluation

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, Sage Oak Charter School provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet the charter's academic content and performance standards.

Through the Sage Oak Charter School assessment program, the assessment and accountability department carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, Sage Oak Charter School is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

Sage Oak Charter School's assessment practices with respect to English Learners are designed to:

- Assess and monitor language development by time in program
- Assess academic achievement in meeting grade level core standards
- Assess progress of ELs achieving ELD grade level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are working

Monitoring of Long Term English Learners

Long-term English Learners (LTEL) are defined as students who are in grades 6 to 12, have been enrolled in U.S. schools for more than six years, have remained at the same level of English for two or more years as measured by the state's annual proficiency exam, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment.

ELs with little or no English proficiency need more time than native-English speakers to meet grade-level benchmarks in English and state-mandated testing targets. Schools must monitor student progress to assure that additional and appropriate learning opportunities are provided in English language development and in reading, writing and other academic content areas in order to close the achievement gap.

Benchmark assessments, course grades, and the CAASPP assessments, along with the number of years a student has been classified as an EL student are used to determine if a student is making the appropriate movement toward becoming RFEP.

If, despite the implementation of school-wide interventions and supports, a student is still not making "adequate progress", the school will hold a Student Study Team meeting to discuss the lack of progress. Further evaluation and intervention will be planned by the SST team to support students who are not meeting interim benchmarks. Interventions will be noted and filed on the EL Master Tracking Spreadsheet, in their cumulative folder and/or in a collaborative Google document. Additionally, parents will be notified annually if their student is at risk for becoming an LTEL or has been classified as an LTEL.

Meeting the Needs of Long Term English Learners

The National Education Association's Publication: Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators provides valuable research-based information and best practices to guide schools and LEAs in supporting students at risk for becoming Long Term English Learners (LTEL).

https://www.rcoe.us/educational-services/files/2012/08/NEA_Meeting_the_Unique_Needs_of_LTEs.pdf

Elementary School Strategies and Programs that Prevent the Creation of Long Term English Language Learners:

The trajectory of a Long Term English Language Learner begins in elementary school. Taking the necessary steps early enough can help prevent an entire new generation of long term ELL students. Successful elementary school programs offer high-quality language development programs and strategies that are consistent across grade levels.

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students' home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more powerfully through fifth grade, and optimally, ongoing throughout a students' education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism.
- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTEs with exposure to high-quality literature and complex and expressive language.

Seven Basic Principles for Meeting the Needs of Middle and High School LTEs

Seven basic principles lie at the heart of successfully educating middle and high school Long Term English Language Learners:

1. Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
2. Distinct needs: Recognize that the needs of LTEs are distinct and cannot adequately be addressed within a "struggling reader" paradigm or a generic "English Language Learner" approach, but require an explicit LTEL approach.
3. Language, literacy, and academics: Provide LTEs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
4. Home language: Affirm the crucial role of home language in a student's life and learning, and provide home language development whenever possible.
5. Three R's: rigor, relevance, and relationships: Provide LTEs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).
6. Integration: End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL supports.
7. Active engagement: Invite, support, and insist that LTEs become active participants in their own education.

Instructional Support System

The Charter School is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is a part of the standards based system of instruction, assessment, monitoring and evaluation provided for all students.

The Instructional Support System for English Learners is designed to provide the mechanisms for recording EL achievement, detecting academic deficits and monitoring the effectiveness of interventions.

To ensure all students will catch up to their grade-level peers, we have the following essential elements:

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.
2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards, and designed to reduce all language barriers.
 - The English Learner program is designed to assure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.
 - Components of this program include: ELD, grade-level core curriculum and assessment.
3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of the Charter assessment and reporting process and recorded on the EL Master Tracking Spreadsheet.
4. The performance of EL and RFEP students are monitored:
 - Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
 - Any areas of deficiency are noted and appropriate modifications in instructional programs or student support systems are identified.

The Instructional Support System described here for ELs is based on five (5) essential elements that include: Adopted curriculum standards; curriculum and instruction aligned with adopted standards; assessment and reporting; charter and site level monitoring and intervention; and program evaluation.

1. Adopted Curriculum Standards

In Sage Oak Charter School each English Learner is held to the same charter adopted curriculum standards in the core curricular areas of English Language Arts, math, history-social science and science as every other charter student. In addition, each EL student is expected to demonstrate mastery of the adopted ELD standards.

2. Curriculum and Instruction Aligned with Adopted Standards

Sage Oak Charter School supports each English Learner in his/her appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff members, through articulation meetings, discuss and interpret data on English Learner students to address the issues surrounding

English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.

3. Assessment and Reporting

Sage Oak Charter School administers all state mandated examinations. ELPAC assessments and ongoing multiple measures are used to assess student proficiency. Results are entered onto the EL Master Tracking Spreadsheet for instructional planning and monitoring. Overall student results are shared with the CEO and governing board.

4. Monitoring and Intervention.

English Learner's assessment results are recorded on the EL Master Tracking Spreadsheet. The results are monitored to evaluate student learning in order to inform instruction and provide interventions as needed. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers and parents to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student work and assessments.

Note: When Special Education students, identified as ELs, are not making adequate progress Special Education teachers must schedule an IEP meeting to discuss further interventions.

Monitoring of Reclassified Students

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The school's Lead, teachers, parents, and the assessment Lead supervise the process of monitoring reclassified students. School staff will use the Smarter Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded on the EL Master Tracking Spreadsheet.

Program Monitoring and Evaluation

Assessment data is compiled, analyzed and reported by Sage Oak Charter School leads and Data and Assessment Department. Their reports are then analyzed by the Executive Director and Directors to produce a set of suggested program modifications which are then shared with the local Board of Directors, leads, teachers, and EL parents for additional input and approval.

Sage Oak Charter School annually determines the number and percentage of EL students who have become RFEP through ongoing uploads of information to CALPADS. CALPADS reports the actual count of EL, IFEP, and RFEP students during the calendar year as well as the number of teachers providing and authorized to provide appropriate instruction for English Learners.



SAGE OAK
CHARTER SCHOOLS

English Language Development Program/Master Plan 2022-23

Sage Oak's English Learners

50 students

13 primary languages

13 Reclassified Fluent English Proficient*



*That's 26%! San Diego, Orange, Los Angeles, and San Bernardino counties had an average range between 11% and 19% in 2019.

English Language Development Program

2022-23

Designated Instruction



Focused instruction in English language skills needed for academic content learning in English.

Integrated Instruction



Instruction providing language acquisition support during regular content area lessons.

Progress Monitoring



Process and tools for monitoring student progress and evaluating the effectiveness of instruction.

Individualized Support



Additional resources provided to ensure each EL student has what they need to be successful language learners.

Designated Instruction

- Weekly virtual instruction delivered by the Designated English Language Development Instructor (dELD)
- Weekly independent assignments personalized for each student's language and skill needs
- Based on the California English Language Development Standards.
- Relational capacity and peer collaboration
- National Geographic curriculum, TK-12th grade

Integrated Instruction

- Based on California's English Language Development standards and Common Core State Standards in tandem to develop all aspects of academic language in each content area
- Supported by Teachers and EAs
- Guidance with planning Specially Designed Academic Instruction in English and English Language Learner differentiation in core curriculum
- Supplementary resources and materials based on individual student needs and interests

Progress Monitoring

- ✓ English Learners (EL)
- ✓ Reclassified Fluent English Proficient (RFEP) within the last 4 years

ELPAC	Corroborative Data	ELD Plan
<ul style="list-style-type: none">• Required each year• Primary assessment tool for monitoring English Language Proficiency	<ul style="list-style-type: none">• National Geographic Assessments• iReady• Smarter Balanced Assessments• Report Cards• Teacher and parent input	<ul style="list-style-type: none">• Student academic history• Student progress, participation, goals, and individual needs• Shared by the student's teachers, parents, and program coordinators

Individualized Support

Long-Term English Learner (LTEL)

- SST support
- Strategic learning goals
- ELPAC Support Classes

Limited English Proficient Parents (LEP)

- Interpretation services and translated key documents
- Google Translate instruction
- Rosetta Stone licenses available

Questions?

Click to take a peek...

[Sample Student ELD Plan](#)

National Geographic Program Information

[Digital Resources](#)

[Grades TK-K: Reach for the Stars](#)

[Grades 1-6: Reach Higher](#)

[Grades 7-12: Lift](#)



Coversheet

Approval of Sage Oak Charter Schools Local Indicator Reports

Section: XII. Education Student/Services
Item: B. Approval of Sage Oak Charter Schools Local Indicator Reports
Purpose: Vote

Submitted by:

Related Material:

2022_LCAP_Local_Performance_Indicator_Self-Reflection_Sage_Oak_Charter_School_-_Keppel_20220722.pdf
2022_LCAP_Local_Performance_Indicator_Self-Reflection_Sage_Oak_Charter_School_20220722.pdf
2022_LCAP_Local_Performance_Indicator_Self-Reflection_Sage_Oak_Charter_School_-_South_20220722.pdf
Local Indicators_ Board Presentation August 2022.pdf

BACKGROUND:

Sage Oak Charter Schools is requesting approval of the reports on the Sage Oak California Dashboard Local Indicators. State data is not available for some priority areas identified in the Local Control Funding Formula statute. For these priority areas, the State Board of Education approved the local indicators, which are based on information that a local educational agency collects locally. The local indicators are:

Basic Conditions of Learning (Priority 1)
Implementation of State Academic Standards (Priority 2)
Parent and Family Engagement (Priority 3)
School Climate, as measured by a local climate survey (Priority 6)
Access to a Broad Course of Study (Priority 7)
Outcomes in a Broad Course of Study (Priority 8)

After presenting this report to the board for public comment, these local indicators will be submitted to the state for the California School Dashboard.

RECOMMENDATION:

It is recommended the Board approve the Sage Oak California Dashboard Local Indicators as presented.



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sage Oak Charter School - Keppel	Krista Woodgrift Executive Director	888-435-4445 888-435-4445

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The school's commitment to effectively implementing the academic standards adopted by the California State Board of Education for all students is evident in its practice of ensuring that academic learning and assessments are aligned to the grade level curriculum content standards and performance standards. Career technical education is achieved through Sage Oak provided pathways and partnering with community colleges. Health education content standards are met through textbooks, synchronous or asynchronous courses, and align with the California Healthy Youth Act when applicable. Additionally, the physical education standards can be met through completion in the home environment or by partnering with a community provider. By setting clear expectations for teachers and students of what students are expected to learn in each grade and each subject, the school is preparing students for success in grades K - 12 and beyond. The ongoing practice of analyzing student data is utilized to identify professional development/training to enhance teacher knowledge, skill, and effectiveness in addressing student academic needs.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

To create a positive and supportive partnership with families, the school has developed opportunities for two-way communication for parent support and student learning. To expand and enhance connectedness, teachers partner with families to guide and support the academic development and learning of students. Opportunities for families to participate and provide input are communicated and available through surveys, parent meetings, board meetings, and teacher/parent meetings. In conformity with Senate Bill 1375, the school posts information on the school website identifying the school's Title IX Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint. The school website and the Parent/student handbooks contain information pertaining to the Annual Notice of Uniform Complaint Procedures.

The Notice of Procedural Safeguards is provided to parents of students with an IEP on an annual basis. The notice is provided electronically by email in English or Spanish and is also offered to parents at every IEP meeting. If the parent is a non-native English speaker, a translator is present to provide a translation of their rights contained in the documents.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The school's commitment to encouraging parental involvement, by developing a trusting and respectful relationship, is important to building positive relationships with our families. The school develops a strong school-home partnership through the use of communication tools that provides parents with access to their student's teacher, current information about the school, access to their students academic information through a parent portal, and opportunities to participate and provide input in teacher-parent/student meetings, school site council meetings, and governing board meetings.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5

Seeking Input	1	2	3	4	5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The school currently has two advisory groups: School Site Council and Leadership Advisory Council. These groups meet regularly to focus on making decisions based on the needs of the students and the school. The school also sends out parent feedback surveys throughout the year and hosts live and recorded trainings to seek input from all community partners. Given the independent study model, teachers and parents work together consistently through academic planning, field trips, Sage Oak socials, college tours, graduation, promotion, STEM day, parent training days, and monthly professional learning committee (PLC) meetings. It is the school's goal to further develop ways to connect to all students and parents through a social media and public relations campaign.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

This measure addresses information regarding the school environment based on a local climate survey administered every year on the topics of school safety and connectedness.

Parent participants with students in the following student groups:

EL - 11.5%

Foster Youth - 0.0%

Homeless Youth - 0.0%

Student with a Disability - 11.5%

Title 1 - 1.9%

None of the Above - 75.0%

Parent participants with the following student ethnicity:

White - 48.1%
Hispanic/Latino - 11.5%
African American - 0.0%
Asian - 5.8%
Filipino - 0.0%
American Indian/Alaskan Native - 0.0%
Two or more races - 21.2%
Declined to State - 13.5%

Overall % of Parents in agreement with:

Improving the Academic Achievement of Students - 93.6%
Positive School Climate & Connectedness - 95.0%
Establishing Connections and Partnerships - 96.2%
College and Career Readiness and Technical Education - 88.9%
Overall Satisfaction and Input - 96.20%

Meaning: Overall high satisfaction rating of our school. Parent student group and ethnicity data demonstrate educational partner engagement and the school's building partnerships with parents.

Use: Collaborate on strategies to invite and encourage the participation of all parent groups, as well as focus on improving CTE and college and career readiness support.

Student Participants:

EL - 21.4%
Students with a Disability - 0.0%
Foster Youth - 0.0%
Homeless Youth - 0.0%
Title 1 - 7.1%
None of the Above - 71.4%

Overall % of Students in agreement with:

My teacher is available to speak with me when I need guidance and support - 92.9%
The curriculum provides challenging grade-level instruction and assessment - 85.7%
The curriculum and instruction are engaging and I complete my work on time - 92.9%
I have access to a rigorous curriculum and resources that allow me to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education - 92.9%
My teacher cares about my education and is committed to helping me succeed - 100.0%
I feel safe and welcome to meet with my teacher to discuss my progress - 100.0%
Overall, I feel satisfied with my school - 100.0%
Overall, I feel satisfied that the school does a great job communicating with me - 100.0%
There is additional support for my academic or developmental needs - 92.9%
If I need social/emotional support or mental health support, I know I have someone at school that I can talk to - 100.0%
I am aware of the student mental health resources offered by the school - 64.3%

Meaning: Overall high student satisfaction with the school program. There is a need to focus on ensuring students are aware of the mental health supports offered.

Use: Continue collaborating on all areas to maintain and continue student perception of the school's academic program, as well as increase our advertisement and knowledge of mental health support through social media, educational partners' emails, and discussions at learning period meetings.

Positive School Climate Student Survey results:

Student Participants:
EL - 21.4%
Students with a Disability - 0.0%

Foster Youth - 0.0%
 Homeless Youth - 0.0%
 Title 1 - 7.1%
 None of the Above - 71.4%
 None of the Above - 83.3%

Overall % in agreement with:
 School's High Expectations for Student Performance - 100.0%
 School Safety - N/A
 Respectful School Climate - 100.0%
 Caring Adults at School that Support Students - 100.0%
 Social and Emotional Learning - N/A
 Growth Mindset - 96.5%

Meaning: Strength in overall student satisfaction with the positive school climate.

Use: Focus on developing and improving student growth mindset.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. The counselor, teacher, parent, and student develop a personalized educational plan for each student. The EL Coordinator, the Special Education Case Managers, and the Homeless and Foster Youth Liaison join the review of each plan as needed. This plan includes a broad course of study aligned with the California standards and graduation requirements. It is updated as students' interests and abilities change to reflect the students' changes and needs. It is updated throughout the semester during regularly scheduled teacher and student meetings.

2. The teachers and educational advisors monitor course enrollment to develop each student's educational plan. The measures and tools that are used are consistent reviews and teacher meetings of what the student is doing and what their interests are. In consultation with the counselor, EL Coordinator, Special Education team, and the Homeless and Foster Youth Liaison, each student's unique plan may pivot to reflect changes in the student's interests and ability that have been identified with data from course performance and teacher anecdotal assessments. As a result of this, the school has improved its graduation rate.

3. Providing students with hands-on experience in CTE courses due to the fact that the school does not have a physical location has been a challenge. However, the school has overcome that barrier by encouraging dual enrollment in Community Colleges where the resources for hands-on instruction and training are readily available.

4. After students have progressed with increased monitoring and communication, the Sage Oak team engages them in correspondence which includes various offers of support.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the					

Coordinating Instruction	1	2	3	4	5
coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sage Oak Charter School	Krista Woodgrift Executive Director	888-435-4445 888-435-4445

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

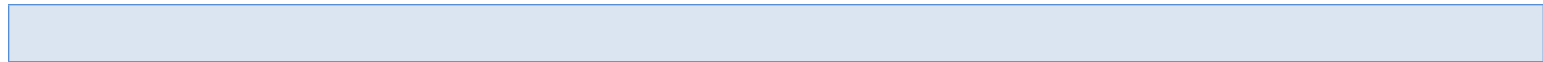
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The school's commitment to effectively implementing the academic standards adopted by the California State Board of Education for all students is evident in its practice of ensuring that academic learning and assessments are aligned to the grade level curriculum content standards and performance standards. Career technical education is achieved through Sage Oak provided pathways and partnering with community colleges. Health education content standards are met through textbooks, synchronous or asynchronous courses, and align with the California Healthy Youth Act when applicable. Additionally, the physical education standards can be met through completion in the home environment or by partnering with a community provider. By setting clear expectations for teachers and students of what students are expected to learn in each grade and each subject, the school is preparing students for success in grades K - 12 and beyond. The ongoing practice of analyzing student data is utilized to identify professional development/training to enhance teacher knowledge, skill, and effectiveness in addressing student academic needs.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

To create a positive and supportive partnership with families, the school has developed opportunities for two-way communication for parent support and student learning. To expand and enhance connectedness, teachers partner with families to guide and support the academic development and learning of students. Opportunities for families to participate and provide input are communicated and available through surveys, school site council meetings, English learning advisory council meetings, board meetings, and teacher/parent meetings. The school posts information on the school website identifying the school's Title IX Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint. The school website and the parent/student handbook contain information pertaining to the Annual Notice of Uniform Complaint Procedures.

The Notice of Procedural Safeguards is provided to parents of students with an IEP on an annual basis. The notice is provided electronically by email in English or Spanish and is also offered to parents at every IEP meeting. If the parent is a non-native English speaker, a translator is present to provide a translation of their rights contained in the documents.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The school's commitment to encouraging parental involvement, by developing a trusting and respectful relationship, is important to building positive relationships with families. The school develops a strong school-home partnership through the use of communication tools that provides parents with access to their student's teacher, current information about the school, access to their student's academic information through a parent portal, and opportunities to participate and provide input in teacher-parent/student meetings, school site council and EL advisory council meetings, and governing board meetings.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5

Seeking Input	1	2	3	4	5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The school currently has three advisory groups: School Site Council, English Learner Advisory Committee, and Leadership Advisory Council. These groups meet regularly to focus on making decisions based on the needs of the students and the school. The school also sends out parent feedback surveys throughout the year and hosts live and recorded trainings to seek input from all educational partners. Given the independent study model, teachers and parents work together consistently through academic planning, field trips, Sage Oak socials, college tours, graduation, promotion, STEM day, parent training days, and monthly professional learning committee (PLC) meetings. It is the school's goal to further develop ways to connect to all students and parents through a social media and public relations campaign.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

This measure addresses information regarding the school environment based on a local climate survey administered every year on the topics of school safety and connectedness.

Parent participants with students in the following student groups:

- EL - 16.4%
- Foster Youth - 0.30%
- Homeless Youth - 0.3%
- Students with a Disability - 8.80%
- Title I - 1.80%

None of the Above - 73.90%

Parent participants with the following student ethnicity:

White - 37.30%

Hispanic/Latino - 18.50%

African American - 3.60%

Asian - 3.90%

Filipino - 3%

American Indian/Alaskan Native - 1.50%

Two or more races - 22.10%

Declined to State - 10%

Overall % Parent in agreement with:

Improving the Academic Achievement of Students - 94.90%

Positive School Climate & Connectedness - 98.0%

Establishing Connections and Partnerships - 97.30%

College and Career Readiness and Technical Education - 91.2%

Overall Satisfaction and Input - 97.0%

Meaning: Overall high satisfaction rating of our school. Parent student group and ethnicity data demonstrate educational partner engagement and the school's building partnerships with parents.

Use: Collaborate on strategies to invite and encourage the participation of all parent groups.

Student Participants:

EL - 14.8%

Students with a Disability - 12.5%

Foster Youth - 0.0%

Homeless Youth - 0.0%

Title 1 - 15.9%

None of the Above - 63.6%

Overall % of Students in agreement with:

My teacher is available to speak with me when I need guidance and support - 98.9%

The curriculum provides challenging grade-level instruction and assessment - 90.9%

The curriculum and instruction are engaging and I complete my work on time - 85.2%

I have access to a rigorous curriculum and resources that allow me to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education - 93.2%

My teacher cares about my education and is committed to helping me succeed - 100.0%

I feel safe and welcome to meet with my teacher to discuss my progress - 96.6%

Overall, I feel satisfied with my school - 92.0%

Overall, I feel satisfied that the school does a great job communicating with me - 96.6%

There is additional support for my academic or developmental needs - 88.6%

If I need social/emotional support or mental health support, I know I have someone at school that I can talk to - 77.3%

I am aware of the student mental health resources offered by the school - 69.3%

Meaning: Overall high student satisfaction with the school program. There is a need to focus on ensuring students are aware of mental health supports offered.

Use: Continue to collaborate on all areas to maintain and continue student perception of the school's academic program, as well as increase our advertisement and knowledge of mental health support through social media, educational partners' emails, and discussions at learning period meetings.

Positive School Climate Student Survey results:

Student Participants:

EL - 14.8%

Students with a Disability - 12.5%
 Foster Youth - 0.0%
 Homeless Youth - 0.0%
 Title 1 - 15.9%
 None of the Above - 63.6%

Overall % students that are in agreement with:
 School's High Expectations for Student Performance - 99.50%
 School Safety - N/A
 Respectful School Climate - 98.90%
 Caring Adults at School that Support Students - 89.00%
 Social and Emotional Learning - N/A
 Growth Mindset - 90.90%

Meaning: Strength in overall student satisfaction with the positive school climate.

Use: Teacher collaboration on strategies and skills in effective communication during teacher/student meetings and monitoring student work with follow-up on students not completing their work with check-in calls and emails. Focus on improving student connectedness with caring adults at the school level.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. The counselor, teacher, parent, and student develop a personalized educational plan for each student. The EL Coordinator, the Special Education Case Managers, and the Homeless and Foster Youth Liaison join the review of each plan as needed. This plan includes a broad course of study aligned with the California standards and graduation requirements. It is updated as students' interests and abilities change to reflect the students' changes and needs. It is updated throughout the semester during regularly scheduled teacher and student meetings.

2. The teachers and educational advisors monitor course enrollment to develop each student's educational plan. The measures and tools that are used are consistent reviews and teacher meetings of what the student is doing and what their interests are. In consultation with the counselor, EL Coordinator, Special Education team, and the Homeless and Foster Youth Liaison, each student's unique plan may pivot to reflect changes in the student's interests and ability that have been identified with data from course performance and teacher anecdotal assessments. As a result of this, the school has improved its graduation rate.

3. Providing students with hands-on experience in CTE courses due to the fact that the school does not have a physical location has been a challenge. However, the school has overcome that barrier by encouraging dual enrollment in Community Colleges where the resources for hands-on instruction and training are readily available.
4. After students have progressed with increased monitoring and communication, the Sage Oak team engages them in correspondence which includes various offers of support.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled					

Coordinating Instruction	1	2	3	4	5
students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sage Oak Charter School - South	Krista Woodgrift Executive Director	kwoodgrift@sageoak.education 888-435-4445

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

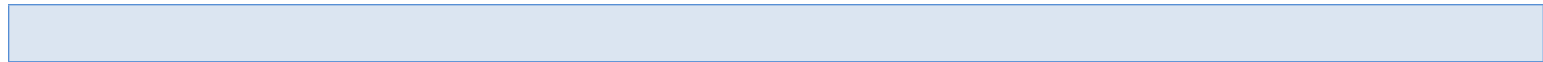
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The school's commitment to effectively implementing the academic standards adopted by the California State Board of Education for all students is evident in its practice of ensuring that academic learning and assessments are aligned to the grade level curriculum content standards and performance standards. Career technical education is achieved through Sage Oak provided pathways and partnering with community colleges. Health education content standards are met through textbooks, synchronous or asynchronous courses, and align with the California Healthy Youth Act when applicable. Additionally, the physical education standards can be met through completion in the home environment or by partnering with a community provider. By setting clear expectations for teachers and students of what students are expected to learn in each grade and each subject, the school is preparing students for success in grades K - 12 and beyond. The ongoing practice of analyzing student data is utilized to identify professional development/training to enhance teacher knowledge, skill, and effectiveness in addressing student academic needs.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

To create a positive and supportive partnership with families, the school has developed opportunities for two-way communication for parent support and student learning. To expand and enhance connectedness, teachers partner with families to guide and support the academic development and learning of students. Opportunities for families to participate and provide input are communicated and available through surveys, parent meetings, board meetings, and teacher/parent meetings. In conformity with Senate Bill 1375, the school posts information on the school website identifying the school's Title IX Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint. The school website and the Parent/student handbooks contain information pertaining to the Annual Notice of Uniform Complaint Procedures.

The Notice of Procedural Safeguards is provided to parents of students with an IEP on an annual basis. The notice is provided electronically by email in English or Spanish and is also offered to parents at every IEP meeting. If the parent is a non-native English speaker, a translator is present to provide a translation of their rights contained in the documents.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.					5
2. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The school's commitment to encouraging parental involvement, by developing a trusting and respectful relationship, is important to building positive relationships with families. The school develops a strong school-home partnership through the use of communication tools that provides parents with access to their student's teacher, current information about the school, access to their student's academic information through a parent portal, and opportunities to participate and provide input in teacher-parent/student meetings, school site council and EL advisory council meetings, and governing board meetings.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5

Seeking Input	1	2	3	4	5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The school currently has two advisory groups: School Site Council and Leadership Advisory Council. These groups meet regularly to focus on making decisions based on the needs of the students and the school. The school also sends out parent feedback surveys throughout the year and hosts live and recorded trainings to seek input from all community partners. Given the independent study model, teachers and parents work together consistently through academic planning, field trips, Sage Oak socials, college tours, graduation, promotion, STEM day, parent training days, and monthly professional learning committee (PLC) meetings. It is the school's goal to further develop ways to connect to all students and parents through a social media and public relations campaign.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

This measure addresses information regarding the school environment based on a local climate survey administered to educational partners every year on the topics of school safety and connectedness.

Parent participants with students in the following student groups:

EL - 9.5%

Foster Youth - 0.0%

Homeless Youth - 0.0%

Students with a Disability - 17.5%

Title 1 - 1.6%

None of the Above - 76.2%

Parent participants with the following student ethnicity:

White - 46.0%
Hispanic/Latino - 14.3%
African American - 4.8%
Asian - 0.0%
Filipino - 0.0%
American Indian/Alaskan Native - 0.0%
Two or more races - 27.0%
Declined to State - 7.9%

Overall % of Parents in agreement with:

Improving the Academic Achievement of Students - 94.7%
Positive School Climate & Connectedness - 98.4%
Establishing Connections and Partnerships - 97.6%
College and Career Readiness and Technical Education - 96.2%
Overall Satisfaction and Input - 96.8%

Meaning: Overall high satisfaction rating of our school. Parent student group and ethnicity data demonstrate educational partner engagement and the school's building partnerships with parents.

Use: Collaborate on strategies to invite and encourage the participation of all parent groups.

Student Participants:

EL - 8.3%
Students with a Disability - 25.0%
Foster Youth - 0.0%
Homeless Youth - 0.0%
Title 1 - 8.3%
None of the Above - 91.7%

Overall % of Students in agreement with:

My teacher is available to speak with me when I need guidance and support - 100.0%
The curriculum provides challenging grade-level instruction and assessment - 100.0%
The curriculum and instruction are engaging and I complete my work on time - 91.7%
I have access to a rigorous curriculum and resources that allow me to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education - 91.7%
My teacher cares about my education and is committed to helping me succeed - 100.0%
I feel safe and welcome to meet with my teacher to discuss my progress - 100.0%
Overall, I feel satisfied with my school - 91.7%
Overall, I feel satisfied that the school does a great job communicating with me - 91.7%
There is additional support for my academic or developmental needs - 91.7%
If I need social/emotional support or mental health support, I know I have someone at school that I can talk to - 83.3%
I am aware of the student mental health resources offered by the school - 88.7%

Meaning: Overall high student satisfaction with the school program. There is a need to focus on ensuring students are aware of the mental health supports offered. Use: Continue collaborating on all areas to maintain and continue student perception of the school's academic program. As well as increase our advertisement and knowledge of mental health support through social media, educational partners' emails, and discussions at learning period meetings.

Positive School Climate Student Survey results

Student Participants:

EL - 8.3%
Students with a Disability - 25.0%
Foster Youth - 0.0%

Homeless Youth - 0.0%
 Title 1 - 8.3%
 None of the Above - 91.7%

Overall % in agreement with:
 School's High Expectations for Student Performance - 95.9%
 School Safety - N/A
 Respectful School Climate - 100.0%
 Caring Adults at School that Support Students - 87.1%
 Social and Emotional Learning - N/A
 Growth Mindset - 91.3%

Meaning: Strength in overall student satisfaction with the positive school climate.

Use: Teacher collaboration on strategies and skills in effective communication during teacher/student meetings and monitoring student work with follow-up on students not completing their work with check-in calls and emails.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. The counselor, teacher, parent, and student develop a personalized educational plan for each student. The EL Coordinator, the Special Education Case Managers, and the Homeless and Foster Youth Liaison join the review of each plan as needed. This plan includes a broad course of study aligned with the California standards and graduation requirements. It is updated as students' interests and abilities change to reflect the students' changes and needs. It is updated throughout the semester during regularly scheduled teacher and student meetings.

2. The teachers and educational advisors monitor course enrollment to develop each student's educational plan. The measures and tools that are used are consistent reviews and teacher meetings of what the student is doing and what their interests are. In consultation with the counselor, EL Coordinator, Special Education team, and the Homeless and Foster Youth Liaison, each student's unique plan may pivot to reflect changes in the student's interests and ability that have been identified with data from course performance and teacher anecdotal assessments. As a result of this, the school has improved its graduation rate.

3. Providing students with hands-on experience in CTE courses due to the fact that the school does not have a physical location has been a challenge. However, the school has overcome that barrier by encouraging dual enrollment in Community Colleges where the resources for hands-on instruction and training are readily available.

4. After students have progressed with increased monitoring and communication, the Sage Oak team engages them in correspondence which includes various offers of support.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit					

Coordinating Instruction	1	2	3	4	5
policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



SAGE OAK

CHARTER SCHOOLS

Local Indicators Report Overview

—
Sage Oak Charter Schools
August 2022

Sage Oak is presenting a report on the California Dashboard Local Indicators

State data is not available for some priority areas identified in the Local Control Funding Formula statute. Therefore, LEAs report the data independently.



Local Indicators



Basic Conditions of Learning



School Climate



Implementation of State Standards



Access to a Broad Course of Study



Parent and Family Engagement



Basic Conditions of Learning

- Teacher assignments
- Access to instructional materials
- Facility conditions



Implementation of State Standards

- Professional development
- Instructional materials
- Core content areas
- Health, CTE, world languages, VAPA



Parent and Family Engagement

- Welcoming environment
- Opportunities for engagement
- Implementation of policies
- Advisory groups



School Climate

- Survey participation
- Overall school satisfaction
- Overall program satisfaction
- Positive school climate

Thank you!



Coversheet

Approval of Revision to Salary Schedules for 2022-23

Section: XIII. Personnel Services
Item: A. Approval of Revision to Salary Schedules for 2022-23
Purpose: Vote
Submitted by:
Related Material:
SOCS BUS Revision to Salary Schedules for 2022-2023 - August 8 Board Meeting.pdf
2022-23 Salary Schedule & Positions (PENDING Board Approval 8.8.22).pdf
August 8, 2022 Requested Revision to 2022_23 Salary Schedules presentation.pdf

BACKGROUND:

- Add three (3) steps to ranges 6 and 7 on the salary schedule. This will ensure there is the proper number of steps on the salary schedule to honor a total of five (5) years for all teachers.
 - Increasing step A on range 6 from \$58,644 to \$59,103 annually to align with the state of California's recently announced increase to minimum wage starting in January 2023.
- Provide a 2% increase to the stipend paid to the Personalized Learning Teacher (PLT), Personalized Learning Teacher+ (PLT+), and Education Advisor (EA) for serving additional students. This aligns with the board-approved increases to the salary schedule in June 2022. The rate will increase from \$158 to \$162 for the PLT and PLT+, and from \$217 to \$222 for the EA. It is recommended that SPED Teachers become eligible to earn \$222 per student over their caseload.
- Reclassify range 9 from Senior Administrative Assistant to Executive Administrative Assistant.

These increases are feasible and support the schools' interest in providing competitive compensation for external alignment and attracting and retaining top talent to serve students.

After obtaining Board approval in June 2022 to increase the number of previous years that can be applied toward the salary schedule, staff bring an updated projected fiscal impact to the board of directors that reflects the experience reported by teachers. Staff continue to work on verifying experience with teachers' previous employers to support their requested increases in salary.

RECOMMENDATION:

It is recommended the Board approve the revision to 2022-23 Salary Schedules as presented.

SAGE OAK CHARTER SCHOOLS

Agenda Item:

Date: August 8, 2022

	Correspondence/Proposals/Reports
	Consent Agenda
	Business/Financial Services
	Education/Student Services
X	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: X

Item is for Information Only:

Item: Approval of Revision to Salary Schedules for 2022-2023

Background:

Sage Oak is requesting that the Board approve the following revisions to the 2022-2023 salary schedules.

- Add three (3) steps to ranges 6 and 7 on the salary schedule. This will ensure there is the proper number of steps on the salary schedule to honor a total of five (5) years for all teachers.
- Increasing step A on range 6 from \$58,644 to \$59,103 annually to align with the state of California's recently announced increase to minimum wage starting in January 2023.
- Provide a 2% increase to the stipend paid to the Personalized Learning Teacher (PLT), Personalized Learning Teacher+ (PLT+), and Education Advisor (EA) for serving additional students. This aligns with the board-approved increases to the salary schedule in June 2022. The rate will increase from \$158 to \$162 for the PLT and PLT+, and from \$217 to \$222 for the EA. It is recommended that SPED Teachers become eligible to earn \$222 per student over their caseload.
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These increases are feasible and support the schools' interest in providing competitive compensation for external alignment and attracting and retaining top talent to serve students.

After obtaining board approval in June 2022 to increase the number of previous years that can be applied toward the salary schedule, staff bring an updated projected fiscal impact to the board of directors that reflects the experience reported by teachers. Staff continue to work on verifying experience with teachers' previous employers to support their requested increases in salary.

Fiscal impact:

ORIGINAL \$16,182,893

REVISED \$16,746,028
IMPACT \$563,135

Sage Oak Charter Schools - Helendale (#1885)

ORIGINAL \$13,382,751
REVISED \$13,860,153
IMPACT \$477,402

Sage Oak Charter Schools - Keppel (#1886)

ORIGINAL \$1,282,600
REVISED \$1,314,996
IMPACT \$32,396

Sage Oak Charter Schools - Warner (#2051)

ORIGINAL \$1,517,542
REVISED \$1,570,879
IMPACT \$53,337

Salary Schedules - SOCS 2022/23

Sage Oak Charter School Salary Schedule

FISCAL YEAR 2022-2023

BOARD ADOPTED: June 14, 2022
 PENDING REVISION APPROVED: August 8, 2022
 Appendix A-1

Range	STEP A	STEP B	STEP C	STEP D	STEP E	STEP F	STEP G	STEP H	STEP I	STEP J	STEP K	STEP L
1	\$18.11	\$18.66	\$19.21	\$19.76	\$20.32	\$20.87	\$21.42	\$21.97				
2	\$20.51	\$21.37	\$22.23	\$23.08	\$23.94	\$24.80	\$25.65	\$26.51				
3	\$24.13	\$24.99	\$25.85	\$26.70	\$27.56	\$28.42	\$29.27	\$30.13				
4	\$26.55	\$27.41	\$28.26	\$29.12	\$29.98	\$30.83	\$31.69	\$32.55				
5	\$30.84	\$32.12	\$33.41	\$34.68	\$35.96	\$37.23	\$38.52	\$39.79				
6	\$59,103	\$60,964	\$63,736	\$65,672	\$66,718	\$67,894	\$68,687	\$69,374	\$71,457	\$72,172	\$72,893	\$73,622
7	\$67,440	\$69,360	\$71,281	\$73,200	\$75,120	\$77,041	\$78,960	\$80,880	\$82,801	\$83,629	\$84,465	\$85,309
8	\$67,883	\$70,782	\$73,681	\$76,580	\$79,478	\$82,376	\$85,275	\$88,174				
9	\$75,020	\$78,728	\$82,435	\$86,143	\$89,852	\$93,560	\$97,267	\$100,975				
10	\$80,238	\$82,126	\$84,013	\$85,901	\$87,789	\$89,677	\$91,564	\$93,452				
11	\$86,201	\$88,343	\$90,485	\$92,627	\$94,769	\$96,911	\$99,053	\$101,195				
12	\$86,342	\$89,026	\$91,709	\$94,393	\$97,076	\$99,760	\$102,444	\$105,127				
13	\$88,174	\$90,693	\$93,213	\$95,732	\$98,250	\$100,770	\$103,289	\$105,809				
14	\$94,572	\$97,574	\$100,577	\$103,579	\$106,582	\$109,584	\$112,587	\$115,588				
15	\$96,600	\$98,754	\$101,898	\$105,043	\$108,186	\$111,330	\$114,475	\$117,618				
16	\$98,940	\$101,825	\$104,708	\$107,593	\$110,476	\$113,361	\$116,244	\$119,129				
17	\$113,916	\$119,859	\$124,320	\$128,779	\$133,240	\$137,700						
18	\$145,860	\$150,382	\$155,043	\$159,850	\$164,805	\$169,914	\$175,181	\$180,612	\$186,211			

- Annual advancement from one step to the next on the salary schedule will take place on July 1 (or August 1 for 11 month employees) of each year and may be contingent upon the percentage of the year worked by the employee per the board approved policy. Salary schedule adjustments may be made at any time at the discretion of the Board of Directors and are contingent upon a board approved annual fiscal plan.

- Ranges 1-5 reflect an hourly rate, and Ranges 6-18 reflect an annual salary.

- Annual salaries reflect a 1.0 full time equivalent (FTE) in employment. If the employee is part time, the rate will be modified to reflect the same FTE percentage.

- Range 17 / Step A: Certificated intern principal and assistant director working toward earning an administrative services credential.

ADDITIONAL STIPENDS/CASELOADS (Certificated)

- Master's Degree: Add \$1,540 annually (\$140 paid monthly while in active status) to certificated teachers in range 6 and 7 that carry a Master's degree. Additional eligibility requirements: An employee must be serving as a certificated teacher as part of their 1.0 FTE position and the degree must be directly related to the teacher position

- Personalized Learning Teacher and Personalized Learning Teacher + may earn \$162 monthly (Sept-June) for each student over the 1.0 caseload

- Education Advisors and Special Education Teachers may earn \$222 monthly (Sept-June) for each student over the 1.0 caseload

- High School Principal salary supplement: \$5,000/annual (\$417 paid monthly while in active status)

Sage Oak Charter School Positions
FISCAL YEAR 2022- 2023

REVISED: August 8, 2022

Appendix A-2

Clerk Series	Range	Schedule
Information Technology Clerk	1	12 Months
Operations & Accountability Clerk	1	12 Months
Parent Support Clerk	1	12 Months
Registrar Clerk	1	12 Months
Special Education Clerk	1	12 Months
Warehouse Clerk	1	12 Months
Technician Series	Range	Schedule
Business Services Technician	2	12 Months
Community Provider Services Technician	2	12 Months
Education Services Technician	2	12 Months
Human Resources Technician	2	12 Months
Operations & Accountability Technician	2	12 Months
Paraprofessional Series	Range	Schedule
Paraprofessional (Mild/Moderate)	2	190 Days / 11 Months
Paraprofessional (Moderate/Severe)	2	190 Days / 11 Months
Intervention Paraprofessional	2	190 Days / 11 Months
Specialist Series	Range	Schedule
Accounts Payable Specialist	3	12 Months
Behavioral Specialist	3	12 Months
Business Services Specialist	3	12 Months
Community Provider Services Specialist	3	12 Months
Human Resources Operations Specialist	3	12 Months
Information Technology Specialist	3	12 Months
Office Specialist	3	12 Months
Registrar Specialist	3	12 Months
Special Education Specialist	3	12 Months
Student Services Specialist	3	12 Months
Warehouse Specialist	3	12 Months
Senior Specialist Series	Range	Schedule
Senior Specialist, Accounts Payable	4	12 Months
Senior Specialist, Business Services	4	12 Months
Senior Specialist, Digital Media and Communication	4	12 Months
Senior Specialist, Operations	4	12 Months
Senior Specialist, Special Education	4	12 Months
Senior Specialist, Registrar	4	12 Months
Administrative Assistant Series	Range	Schedule
Administrative Assistant, Student Services	4	12 Months
Executive Administrative Assistant	9	12 Months
Special Education Classified Series	Range	Schedule

Speech and Language Pathologist Assistant	5	190 Days / 11 Months	
Certificated Occupational Therapist Assistant	5	190 Days / 11 Months	
Certificated Teacher Series	Range	Schedule	Student Count
Personalized Learning Teacher	6	190 Days / 11 Months	28
Personalized Learning Teacher +	7	190 Days / 11 Months	24
Education Advisor	7	190 Days / 11 Months	20
Mild/Moderate Special Education Teacher	7	190 Days / 11 Months	26
Moderate/Severe Special Education Teacher	7	190 Days / 11 Months	12 - 15
K-3 Virtual Learning Teacher	7	190 Days / 11 Months	24 - 26
4-8 Virtual Learning Teacher	7	190 Days / 11 Months	28 - 30
Manager Series	Range	Schedule	
Accounting Manager	8	12 Months	
Business Services Manager	8	12 Months	
Compensation and Benefits Manager	8	12 Months	
Credential and Project Manager	8	12 Months	
Facilities Manager	8	12 Months	
Events Manager	8	12 Months	
Human Resources Manager	8	12 Months	
Payroll Manager	8	12 Months	
Special Education Service Manager	8	12 Months	
Senior Manager Series	Range	Schedule	
Senior Manager, Finance and Budget	9	12 Months	
Senior Manager, Parent Support	9	12 Months	
Senior Manager, Public Information and Media	9	12 Months	
Coordinator Series	Range	Schedule	
Associated Student Body Advisor	10	210 Days / 12 Months	
Education Services Coordinator	10	210 Days / 12 Months	
High School Coordinator	10	210 Days / 12 Months	
Reading Specialist	10	210 Days / 11 Months	
SST/504 Coordinator	10	210 Days / 11 Months	
Student Services Series	Range	Schedule	
Regional Mentor	11	210 Days / 11 Months	
Counselor Series	Range	Schedule	
School Counselor	12	215 Days / 12 Months	
Secondary School Counselor	12	215 Days / 12 Months	
Special Education Series	Range	Schedule	
Occupational Therapist	13	190 Days / 11 Months	
Program Specialist	16	215 Days / 12 Months	
School Psychologist	14	205 Days / 11 Months	
Speech and Language Pathologist	13	190 Days / 11 Months	
Classified Administrator Series	Range	Schedule	
Programmer	15	12 months	
Senior Administrator, Business Services	15	225 Days / 12 Months	
Senior Administrator, Employee Relations	15	225 Days / 12 Months	

Senior Administrator, Human Resources	15	225 Days / 12 Months
Senior Administrator, Operations	15	225 Days / 12 Months
Certificated Lead Coordinator Series	Range	Schedule
Lead Coordinator, Accountability	15	215 Days / 12 Months
Lead Coordinator, Advanced Learning Programs and Services	15	215 Days / 12 Months
Lead Coordinator, Education Services	15	215 Days / 12 Months
Lead Coordinator, Events and Special Projects	15	215 Days / 12 Months
Lead Coordinator, High School	15	215 Days / 12 Months
Lead Coordinator, Personalized Learning TK-8 Academy	15	215 Days / 12 Months
Lead Coordinator, Targeted Support	15	215 Days / 12 Months
Lead Coordinator, Title I	15	215 Days / 12 Months
Lead Coordinator, Virtual Learning Academy	15	215 Days / 12 Months
Leadership Series	Range	Schedule
Assistant Director	17	220 Days / 12 Months
Director	18	220 Days / 12 Months
Principal	17	220 Days / 12 Months
Superintendent Series	Range	Schedule
Superintendent of Schools	19	220 Days / 12 Months

Requested Revision to 2022/23 Salary Schedules



Board Meeting ~ August 8, 2022

Requested Revisions

Extending Range 6 & 7 three (3) additional steps

Due to recently having a maximum of five (5) years of service credit honored for all teachers board approved in June, staff recommend adding three (3) additional steps to ranges 6 and 7 on the Sage Oak Charter Schools' salary schedules. This is in an effort to ensure there is the proper number of steps on the salary schedule to honor a total of five (5) years for all teaching staff.

Requested Revisions

Increase Step A on Range 6 to Meet Minimum Wage Increase in 2023

Staff request increasing step A on range 6 to align with the state of California's recently announced increase to minimum wage starting in January 2023. The modification increases the rate from \$58,644 to \$59,103 annually.

Requested Revisions

Increase 2% to Stipend for Additional Students - for PLT, PLT+, EA and SPED Teachers

It is also recommended that the board approve providing a 2% increase to the monthly stipend paid to the Personalized Learning Teacher, Personalized Learning Teacher+, and Education Advisor for serving additional students. This is in an effort to align with the board approved increases to the salary schedule in June 2022. The rate will increase from \$158 to \$162 for the Personalized Learning Teacher and Personalized Learning Teacher+, and from \$217 to \$222 for the Education Advisor. Staff also recommend adding Special Education Teachers to the list of eligible employees to earn the revised rate of \$222 per student over their caseload. Teachers must serve students a minimum number of working days per learning period in order to be eligible for the stipend.

Requested Revisions

Reclassify Senior Administrative Assistant to Executive Administrative Assistant

Finally, it is recommended that range 9 be reclassified from Senior Administrative Assistant to Executive Administrative Assistant.

Thank you



Requested Revisions

Range	STEP A	STEP B	STEP C	STEP D	STEP E	STEP F	STEP G	STEP H	STEP I	STEP J	STEP K	STEP L
6	\$59,103	\$60,964	\$63,736	\$65,672	\$66,718	\$67,894	\$68,687	\$69,374	\$71,457	\$72,172	\$72,893	\$73,622
7	\$67,440	\$69,360	\$71,281	\$73,200	\$75,120	\$77,041	\$78,960	\$80,880	\$82,801	\$83,629	\$84,465	\$85,309

Coversheet

Approval to Amend Board Policy 9250-SO Remuneration, Reimbursement and Other Benefits - Monthly Compensation Rate for 2022-23

Section: XIV. Policy Development
Item: A. Approval to Amend Board Policy 9250-SO Remuneration,
Reimbursement and Other Benefits - Monthly Compensation Rate for 2022-23
Purpose: Vote
Submitted by:
Related Material:
SO_BB_9250_Remuneration__Reimbursement_and_Other_Benefits_.pdf
SO_BB_9250_Remuneration__Reimbursement_and_Other_Benefits_-
_Google_Docs__2_.pdf

BACKGROUND:

Per Board Policy 9250, on an annual basis, the Board may establish the compensation of its members. Increases to the member compensation amount may not exceed an additional \$100.00 based on the present monthly rate of compensation.

RECOMMENDATION:

It is recommended the Board take action to establish the compensation rate for the 2022-23 school year and direct staff to implement the new compensation rate effective September 1, 2022.

Fiscal Impact: Amount not to exceed \$6000.00

BOARD BY-LAWS

9250-SO

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$500.00.

On an annual basis, the Board may increase the compensation of Board members in an amount not to exceed \$100 per month based on the present monthly rate of compensation.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the non-profit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Student Board members shall receive no compensation for meetings attended.

Whenever a quorum of Board members serves as another legislative body which will meet simultaneously or in serial order to a Board meeting, the Board clerk or a member of the Board shall verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the non-profit corporation. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the non-profit corporation personnel and at the same rate of reimbursement.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the non-profit corporation's interests; attendance at the non-profit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the non-profit corporation-related business, personal use of an automobile, and personal losses and traffic

BOARD BY-LAWS

9250-SO

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

violation fees incurred while at the non-profit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent/CEO or designee before the expense is incurred.

BOARD BY-LAWS

9250-SO

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$500.00.

On an annual basis, the Board may increase the compensation of Board members ~~beyond the limit delineated in Education Code 35120~~ in an amount not to exceed \$100 per month ~~five percent~~ based on the present monthly rate of compensation.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings ~~they/he/she~~ missed when the Board, finds that ~~they were/he/she was~~ performing designated services for the non-profit corporation that operates charter school(s) at the time of the meeting or that ~~they were/he/she was~~ absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Student Board members shall receive no compensation for meetings attended.

Whenever a quorum of Board members serves as another legislative body which will meet simultaneously or in serial order to a Board meeting, the Board clerk or a member of the Board shall verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the non-profit corporation. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the non-profit corporation personnel and at the same rate of reimbursement.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the non-profit corporation's interests; attendance at the non-profit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the non-profit

BOARD BY-LAWS

9250-SO

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the non-profit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent/CEO or designee before the expense is incurred.