



BOARD OF EDUCATION REGULAR MEETING AGENDA

October 8, 2024
6:30 p.m.

Board of Education Board Room
1300 17th Street, City CENTRE – Bakersfield, CA 93301

Any materials required by law to be made available to the public prior to a meeting of the Kern County Board of Education can be inspected during normal business hours at the Kern County Superintendent of Schools Office, located at 1300 17th Street, Seventh Floor, Bakersfield, California 93301.

An individual who requires disability related accommodations or modifications, including auxiliary aids and service, in order to participate in the board meeting should contact the Superintendent's Office at (661) 636-4617 (Government Code 54954.2).

This meeting is being held in an in-person format. Members of the public wishing to provide comments to the Board can attend the meeting in person. Correspondence sent by mail or email to kcboe@kern.org before noon on the date of the board meeting on subjects within the Board's jurisdiction will be provided to the Board at the meeting and made available for public inspection. Members of the public may also observe the meeting via livestream at the following link: [\(1\) Kern County Board of Education – YouTube.](#)

1.0 GENERAL FUNCTIONS

1.1 Call to order time _____ p.m.

1.2 Pledge of Allegiance

1.3 Roll Call Present Absent

Julie A. Beechinor, *Area 1*

Joe L. Marciano, *Area 2*

Mary M. Little, *Area 3*

Jose E. Gonzalez, Jr., *Area 4*

Paula E. Bray, *Area 5*

Daniel R. Giordano, *Area 6*

Lori J. Cisneros, *Area 7*

Violetamarysol Morales, *Student Representative*

Dr. John G. Mendiburu, *Superintendent*

1.4 Adoption of the Agenda

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

1.5 Approval of the Minutes from September 10, 2024.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

2.0 PUBLIC COMMENTS

The Board of Education appreciates comments from members of the public who have the opportunity to address the Board on agenda items (before the Board's consideration of the item) and on other matters within the Board's jurisdiction.

To move the meeting business along efficiently, individual speakers are allotted up to three minutes each, and the total time for comment on each agenda or other topic within the Board's jurisdiction will be limited to 20 minutes. All requests for public comment must be submitted prior to the start of the meeting. In exceptional circumstances, the Board President may, with Board consent, reduce or increase the amount of time allowed for public input and/or the time allotted for each speaker, when such adjustment is necessary to ensure full opportunity for public input within the time allotted. Any such adjustments shall be done in an equitable manner, so as to allow a diversity of viewpoints. The President may also ask members of the public with the same viewpoint to select a few individuals to address the Board regarding that viewpoint.

To allow the Board to organize the public comments, persons wishing to speak will need to complete a form before the board meeting begins, providing their name, contact information, and the agenda item or other topic on the Board's jurisdiction on which they wish to speak. Items not appearing on the agenda cannot, by law, be the subject of board action.

3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

- 3.1 Presentation of the Kern County Fair Award-Winning EV Auto Program.
- 3.2 Presentation of Services for Foster and Homeless Students by Tom Corson, Kern County Network for Children Executive Director.
- 3.3 Presentation and Public Hearing for Wonderful College Prep Academy Lost Hills Charter Renewal Petition for July 1, 2025 – June 30, 2030.
- 3.4 AB 1955 Presentation.

4.0 ACTION ITEMS

All consent agenda items for the Kern County Board of Education are considered to be routine and will be enacted by one motion unless a board member requests separate action on a specific item. Approval is recommended on all items listed.

4.1 Consent Agenda

4.1.1 Approval of Graduation Diplomas.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

4.2 General Business

4.2.1 Adoption of the GANN Limitation Resolution.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

4.2.2 Proposal to move the Annual Organizational/Board Meeting date from December 10, 2024, to December 17, 2024, at 6:30 p.m.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

4.2.3 Accept and File Williams Act Uniform Complaint Quarterly Reports.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

5.1 Members of the Board will report on various topics.

6.0 REPORT OF COUNTY SUPERINTENDENT

6.1 The County Superintendent will report on various topics.

7.0 AGENDA ITEMS FOR THE NEXT MEETING

7.1 Items to be considered for the next agenda.

8.0 ADJOURNMENT

8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on November 12, 2024, at 6:30 p.m.

8.2 Time of adjournment _____ p.m.



BOARD OF EDUCATION REGULAR MEETING MINUTES

September 10, 2024
6:30 p.m.

1.5

Board of Education Board Room
1300 17th Street, City CENTRE – Bakersfield, CA 93301

1.0 GENERAL FUNCTIONS

- 1.1 The meeting was called to order at 6:30 p.m.
- 1.2 Pledge of Allegiance
- 1.3 Roll Call

Board Members Present

Julie A. Beechinor
Paula E. Bray
Lori J. Cisneros
Mary M. Little
Joe L. Marcano
Violetamarysol Morales

Board Members Absent

Daniel R. Giordano
Jose E. Gonzalez, Jr.

KCSOS Employees Present

Dr. John G. Mendiburu, *Superintendent*
Christian Shannon, *Deputy Superintendent*
Steve Sanders, *Chief of Staff*
Merril Clanton, *Senior Executive Administrative Assistant to the Superintendent*

- 1.4 It was moved by Ms. Beechinor, seconded by Ms. Cisneros to approve the agenda with the removal of the closed session.

Ayes: Ms. Beechinor, Ms. Bray, Ms. Cisneros, Ms. Little, and Mr. Marcano
Nays: None
Abstain: None
Absent: Mr. Giordano and Mr. Gonzalez, Jr.

- 1.5 It was moved by Ms. Little, seconded by Ms. Beechinor to approve the minutes from August 13, 2024, with the removal of a motion from Mr. Marcano on Consent Agenda Item 4.1.1.

Ayes: Ms. Beechinor, Ms. Bray, Ms. Cisneros, and Ms. Little
Nays: None
Abstain: Mr. Marcano
Absent: Mr. Giordano and Mr. Gonzalez, Jr.

2.0 PUBLIC COMMENTS

2.1 Public Comments were heard from the following:

- Dr. Angelo Frazier
- Faith Darling
- Jan Lundy
- Dennis McLean
- Lori Eskew
- Michael Pollack

3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

- 3.1 Williams Act Uniform Complaint Quarterly Report.
Informational Item Only
- 3.2 Charter School Review Presentation and Reports.

4.0 ACTION ITEMS

4.1 Consent Agenda

4.1.1 It was moved by Mr. Marcano, seconded by Ms. Beechinor to approve the list of graduation diplomas.

Ayes: Ms. Beechinor, Ms. Bray, Ms. Cisneros, Ms. Little, and Mr. Marcano
Nays: None
Abstain: None
Absent: Mr. Giordano and Mr. Gonzalez, Jr.

4.2 General Business

4.2.1 It was moved by Mr. Marcano, seconded by Ms. Little to approve the Prop 28 Report.

Ayes: Ms. Beechinor, Ms. Bray, Ms. Cisneros, Ms. Little, and Mr. Marcano
Nays: None
Abstain: None
Absent: Mr. Giordano and Mr. Gonzalez, Jr.

5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

5.1 Ms. Little praised the Wonderful Academy for its progress and growth. Ms. Little asked Dr. Mendiburu if there was anything the board could do to support opposition to AB 2088 because it is a bad bill. Ms. Little encouraged the board to educate themselves on AB 2442 and similar bad bills before more freedoms are removed. Ms. Little referred to a resolution in Orange County, California, that opposed AB 1955 and stated she would try to get copies for the board members at the October board meeting. Ms. Little played a recording from her cell phone that referenced opposing AB 1955 and filing suit against the Governor to overturn the bill.

- 5.2 Ms. Beechinor reflected on her visit to College Night and expressed how impressed she was by this important event. She enjoyed seeing so many students and colleges participate. Ms. Beechinor also shared that Bakersfield College will host their Ag Career Expo on October 11, 2024, and encouraged students to attend.
- 5.3 Ms. Cisneros thanked Dr. Frazier for his public comments regarding the Ten Commandments. In response to his remarks, Ms. Cisneros requested that a comprehensive presentation be added to a future agenda following the upcoming November election. Ms. Cisneros asked the board to consider serving our Alt Ed students and their families a Thanksgiving meal.
- 5.4 Miss Morales reported that she attended College Night and felt it was a great event. She agreed with Ms. Little that the Ten Commandments are about education and should have a place in classrooms. She feels that if schools were to post the Ten Commandments, they would see fewer student behaviors, and students would have a stronger sense of right and wrong. She feels that the Ten Commandments are universal values.
- 5.5 Ms. Bray expressed her appreciation for everyone who wishes to have the Ten Commandments placed in classrooms but feels the Bill of Rights would be a better list. She detailed her meeting with a young member of our community who inquired about possible funding for students that may not be fully utilized, specifically our homeless youth. As a result of this conversation, she inquired about our services and asked that we provide information at our next meeting.

6.0 REPORT OF COUNTY SUPERINTENDENT

- 6.1 Dr. Mendiburu reported that the Charter School Presentations will be available to the board members in their Google Drive. Dr. Mendiburu stated that he attended College Night, which was a wonderful experience, and over 8,000 students attended. In response to a question posed by Ms. Cisneros, Dr. Mendiburu reported that scores and Charter School highlights will be presented at the November board meeting. As reminders, the School Boards dinner will be on October 28, 2024, and the Kern High School District will distribute information and invitations for their upcoming Principal Partners' Day on October 16, 2024.

7.0 AGENDA ITEMS FOR THE NEXT MEETING

- 7.1 The board recommended a presentation of AB 1955 for the October 8, 2024, board meeting for consideration.

8.0 ADJOURNMENT

- 8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on October 8, 2024, at 6:30 p.m.
- 8.2 The meeting was adjourned at 8:19 p.m.

3.3

Wonderful College Prep Academy Lost Hills

***Charter Renewal Petition
July 1, 2025 – June 30, 2030***

**Submitted to the Kern County Board of Education
September 3, 2024**

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Affirmations/Assurances

As the authorized lead petitioner, I, Samer Mohamed, hereby certify that the information submitted in this renewal petition for Wonderful College Prep Academy – Lost Hills (the “Academy” or “Charter School”), located within the boundaries of the Lost Hills Union Elementary School District (the “District”), is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I certify that the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case attendance shall be determined, subject to the preferences set forth in Element 8 of this charter, by public random drawing. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parent or legal guardian within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required under Education Code Section 47605(l) or other applicable law. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as the governing board of a school district. Teachers employed by charter schools during the 2019-2020 school year shall have until July 1, 2025 to obtain the certificate required for the teacher's certificated assignment. [Ref. California Education Code Section 47605(l)(1) and 47605.4(a)]
- The Charter School shall, at all times, maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(e)(3)]
- The Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section (e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)]

- The Charter School shall not request a student's records or require a parent, guardian, or student to submit the student's records to the Charter School before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]
- The Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This paragraph does not apply to actions taken by the Charter School pursuant to Education Code Section 47605(c)(5)(J). [Ref. California Education Code Section 47605(e)(4)(C)]
- The Charter School shall comply with Education Code Section 47605(e)(4)(D) by posting the notice developed by the California Department of Education on its website and providing a copy to a student, parent, or guardian, as required by law.
- The Charter School may encourage parental involvement but shall notify the parents and guardians of students who apply for admission and who are currently enrolled that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. California Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. California Education Code Section 47605(d)(2)]
- The Charter School shall comply with any jurisdictional limitations related to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Public Records Act (Government Code Sections 7920 *et seq.*), the Ralph M. Brown Act (Government Code Sections 54950 *et seq.*), the Political Reform Act (Government Code Sections 81000 *et seq.*), and Government Code Sections 1090 *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Samer Mohamed
Chairperson of the Board of Directors
Wonderful College Prep Academy

Introduction

The Academy opened its doors to the community of Lost Hills during the fall of 2017 to launch a new school of choice for the residents of Lost Hills and the surrounding rural communities. Wonderful College Prep Academy, a California nonprofit public benefit corporation, operates the Academy, and its sister charter school, Wonderful College Prep Academy in Delano (the “Delano Academy”).

The Founders

Lynda and Stewart Resnick, co-owners of The Wonderful Company, helped to found the Academy and the Delano Academy to create quality educational opportunities in the communities where their employees live and work. They believed that through focused, holistic approaches to tackling issues of education, health, and wellness, they could make a real and sustainable difference to help these communities thrive. The Academy was borne of a notion that great education begins with a nurturing, engaging, community-centered school environment, built on top of a strong and well-rounded academic foundation. The goal is for Academy graduates to leave as critical thinkers and lifelong learners, equipped to earn a college degree and embark on a career to become the next generation of leaders in the central valley. The Resnicks and The Wonderful Company continue to support the Academy to ensure that it is a sustainable educational opportunity for the long term.

The Facilities

In 2018, its second year of operation, the Academy moved to its current state-of-the-art campus, an immersive learning environment with a college campus feel. This world-class facility includes fully equipped science and technology labs, music and art studios, weight rooms, learning gardens and a student and family wellness center.

A Whole Child Education

From its inception, the Academy has strived to provide whole-child education. As a community school, it seeks to support the needs of the whole child by strengthening family and community foundations with approaches that sustain mental and behavioral health. Since the global pandemic, the Academy has increased its efforts to combat the unprecedented learning loss and mental health impacts driven by the pandemic, which have disproportionately affected socioeconomically disadvantaged students and students of color, comprising the vast majority of the Academy’s student population.

Health and Wellness Programming

The Academy has several unique programs aimed at helping students understand the importance of diet, nutrition, and physical and mental wellness. In the Academy’s Learning Gardens, students learn to grow and harvest fruits and vegetables. The Academy’s cafeteria, Harvest Hall, offers

free healthy meals made from scratch three times a day, every day. Not only do they nourish our students, but they also help form healthy eating habits and educate students about the school's farm-to-table focus.

Student and Family Wellness Center

Due to a unique partnership with Wonderful Health and Wellness, the Academy is able to offer free onsite comprehensive healthcare services to Academy students and families. These services include up-to-date immunizations, prescriptions, physical exams, mental health counseling and therapy, and health coaching. With a 50-minute drive to the closest hospital and the nearest clinic open only two days a week, access to preventive health care and mental health support has historically been severely limited in this rural community. Thanks to the generous support of Wonderful Health and Wellness, aside from comprehensive health services, the center also provides access to fundamental resources for Academy families in need, ranging from application assistance for social programs and monthly distributions of essential goods. Through our partnership with Omni Family Health, students receive free essential dental care on campus. Additionally, through a partnership with the Lost Hills Park, there is a free onsite gym that is open to students, their families, and community members after school.

A Data-Driven Approach

The Academy implements a data-driven approach to constantly improve the quality of teaching and learning. The Academy uses an internal assessment system to monitor and encourage continued improvement toward the academic success of every student. The school leverages a variety of internal assessments to guide ongoing data talks to ensure student progress is continually evaluated. By providing ongoing feedback for students and teachers, the Academy helps students become increasingly strategic and self-directed in their learning and allows teachers to modify instruction to meet the individual needs of every student.

Additionally, the Academy creates Individualized Learning Plans (“ILPs”) for each student, which provide detailed information about the student’s academic performance, benchmark data, current grades, test scores, and end-of-year academic goals specific to the student. The Academy shares the ILPs with parents or guardians during an annual ILP night. Through this process, parents/guardians become true partners in education and are equipped with the data and resources to support their student’s learning journey at home.

An Early College Access Model

The Academy strives to ensure all students meet UC/CSU four-year college eligibility requirements and are fully prepared to earn a postsecondary degree. In addition, every high school student at the Academy has access to dual enrollment courses on campus, which provide the opportunity to earn college credit at no cost to the student or their family. Dual enrollment college courses are provided by Bakersfield College as a part of the regular high school instructional day. Upon entering 9th grade, all Academy students have the choice to enroll in

various levels of dual enrollment pathways, including a full associate degree pathway, a general education pathway, through which students complete A-G requirements through dual enrollment, and an early college introduction pathway, where students take at least one dual enrollment course.

The Academy is a member of the Wonderful Career Pathways program (“Pathways Program”), a network of public high schools throughout the central valley facilitating a renowned early college program with over 1,200 associate degrees earned since 2018. Through a partnership between public high schools, community colleges, and The Wonderful Company, the Pathways Program provides academic, college readiness, and work-based learning opportunities to prepare students for the region’s in demand careers. The Academy has been awarded multiple grants to establish and expand its early college program, including the Strong Workforce K-12, Middle College and Early College, and College and Career Access Pathways grants.

The 2024 Graduating Class

By 2019, the Academy served students in kindergarten through eighth grade, with the eighth grade cohort becoming the first high school graduating class of the Academy—the class of 2024. Of the 23 graduates, 100% graduated, and 74% completed their A-G requirements and plan to attend a four-year university. Additionally, 12 Academy graduates—over half of the graduating class (12/23)—earned Associate of Science degrees in Agriculture Business from Bakersfield College.

The Delano Academy, which opened eight years prior to the Academy, had its first graduating class of students in 2013. The Delano Academy is consistently graduating over 85% of 12th graders with their A-G diploma and boasts a 99% graduation rate. The Academy leverages its partnership with the Delano Academy and, through teacher and administrator collaboration across both academies, the Academy will strive to achieve even higher A-G completion rates.

The Academy’s college-bound graduates will have continued support in their post-secondary education. Thanks to the Resnicks and the Resnick Family Community Foundation, 74% of the class of 2024 will earn a college scholarship (renewable over four years) and will receive coaching and other support when they transition to college. Students will be attending UC Davis, Cal Poly Pomona, the University of Oregon, and many other universities.

Successes and Accomplishments of the Prior Charter Term: 2017-2025

The Academy’s accomplishments during the most recent term of its charter provide additional justification to renew its charter for a five-year term. The Academy is very proud of the successes it has achieved over the last seven years. These accomplishments include, but are not limited to, the following:

Curricular Achievement

- The Academy received a full, six-year Western Association of Schools and Colleges (“WASC”) accreditation for the transitional kindergarten through twelfth grade program.
- The Academy launched an Ag Prep pathway for the class of 2024 and additional dual enrollment opportunities for students to choose their own respective areas of study.

Programmatic Success and Partnerships

- In partnership with the Delano Academy, the Academy received a \$3,250,000 California Community Schools Implementation Grant to support whole-child development, including strengthening multi-tiered system of supports (“MTSS”) and encouraging parent involvement in their child’s academic success.
- The Academy was invited to participate in the California Partners Project. This project was led by Olivia Morgan and the First Lady of California, Jennifer Siebel Newsom, to advance gender equity and support child well-being. Our team helped coordinate Academy parent focus groups to represent central valley families.

Awards

- The Academy received the California Department of Education 2024 California Exemplary Dual Enrollment Award.
- The Academy was recognized as a 2024 America’s Healthiest School Awardee from the Alliance for a Healthier Generation.

Athletic Success

- The 2024 Girls Volleyball team received MVP, coach of the year, and league champions for the East Sierra League and were Academic Champions for having the highest GPA in the league of 138 teams.
- The 2024 Girls Softball team were Academic Champions for having the highest GPA in the league of 138 teams.

Professional Development and Retention

- In the 2023-24 school year, the Academy provided 40 structured teacher professional development sessions throughout the year on topics including building a classroom community, using data to plan instruction, supporting all learners, closing academic gaps, and more.

- The Academy implemented the TNTP (formerly known as The New Teacher Project) rubric to ensure high teacher quality focused on supporting all students.

Organizational and Fiscal Success

- In the 2023-24 school year, the Academy launched its own transportation department, servicing home to school routes for 48% of the school's students (i.e., 252 students). Bus routes cover four stops in Lost Hills and service over 180 square miles in the surrounding communities.
- The Academy has had clean annual fiscal audits with zero findings since our inception. As of June 30, 2023 (the latest audited year), the Academy had a strong fiscal reserve of \$2 million, which represents approximately 20% of annual expenses.

Standard For Review of the Academy Charter Renewal Petition

As a criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school's placement in performance categories based on the charter school's performance on state and local indicators included in the evaluation rubrics adopted pursuant to Education Code section 52064.5 and as reflected on the California School Dashboard ("Dashboard"). (Ed. Code § 47607(c).)

Charter schools that meet neither the high performance category pursuant to Education Code section 47607(c)(2), nor the low performance category pursuant to 47607.2(a), are placed in the middle performance category pursuant to Education Code section 47607.2(b)(1). Charter schools in the middle performance category are eligible for a five-year renewal term. (Ed. Code § 47067.2(b)(7).)

Using the above criteria and Dashboard data for the two previous Dashboard years, the California Department of Education ("CDE") placed charter schools in high, middle, or low performance categories. **The CDE determined that the Academy qualifies for the middle performance category.**¹

¹ See <https://www.cde.ca.gov/sp/ch/performcategorydf.asp#datafiles>, 2023 Dashboard, at row 584.

For charter schools in the middle performance category, Section 47607.2(b) provides:

(1) ... [T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

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

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

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

The criteria in section 47607.2(b)(3) shall be demonstrated by verified data—meaning data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. The State Board of Education has established an approved list of valid and reliable assessments to be used for this purpose. (Ed. Code §§ 47602.2(b)(4) and (c).)

The Academy clearly meets the charter renewal criteria established in Education Code section 47607.2 for middle-performing schools.

[Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2\(b\)](#)

Schoolwide and Subgroup Performance Data on State Indicators Highlight the Academy's Progress in Academic Achievement

The Academy has achieved academic growth and student progress as indicated by both schoolwide performance and performance of all subgroups of students on the state indicators on the Dashboard.

Table 1 shows the prior two years of academic performance data in ELA and math for all students and the three subgroups for which the Academy has the minimum pupil count (English Learner,

Socioeconomically Disadvantaged, and Hispanic). For the 2022-23 school year, the Academy performed above the state in performance level (color) in three categories (ELA: All Students, Socioeconomically Disadvantaged, and Hispanic) and only fell behind the state in performance level in one category (Math: Socioeconomically Disadvantaged). In examining distance from standard (“DFS”), the Academy’s students performed significantly closer to standard than the state in math for all subgroups of students in both school years. Moreover, as addressed in detail further below, the Academy significantly improved DFS for all students and for the majority of subgroups in both ELA and math over the last four years (see Charts 2-5).

Table 1: ELA and Math Dashboard Indicators, by Subgroup

	Year	ELA		Math	
		WCPA LH	State	WCPA LH	State
All Students	2021-22	-55.6 (Low)	-12.2 (Low)	-56.6 (Low)	-51.7 (Low)
	2022-23	-50.2	-13.6	-69.3	-49.1
English Learner	2021-22	-64.9 (Low)	-61.2 (Low)	-59.1 (Low)	-92 (Low)
	2022-23	-65.7	-67.7	-81.1	-93.4
Socioeconomically Disadvantaged	2021-22	-61.4 (Low)	-41.4 (Low)	-62.1 (Low)	-84 (Low)
	2022-23	-55.9	-42.6	-75.1	-80.8
Hispanic	2021-22	-57 (Low)	-38.6 (Low)	-56.7 (Low)	-83.4 (Low)
	2022-23	-51.1	-40.2	-70.4	-80.8

Table 2 shows the prior two years of Suspension Rate and Chronic Absenteeism data for all students and the subgroups for which the Academy has the minimum pupil count (Suspension Rate: English Learner, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities; Chronic Absenteeism: English Learner, Socioeconomically Disadvantaged, and Hispanic). In the prior two years, the Academy’s percentage of students chronically absent was significantly less than the state’s for all students and for all subgroups of students. Although the Academy’s percentage of students suspended is slightly higher than the state’s in the prior two years overall, it is significantly lower than the state’s for students with disabilities. Moreover, in the 2022-23 school year, the Academy performed above the state in performance level (color) in three categories (Suspension Rate: All Students, English Learner, and Students with Disabilities) and did not fall behind the state in performance level in any category.

Table 2: Suspension Rate and Chronic Absenteeism Dashboard Indicators, by Subgroup

	Year	Suspension Rate		Chronic Absenteeism	
		WCPA LH	State	WCPA LH	State
All Students	2021-22	4.3% (Medium)	3.1% (Medium)	22.4% (Very High)	30% (Very High)
	2022-23	4.5%	3.5%	17.6%	24.3%
English Learner	2021-22	5.3% (High)	3.2% (Medium)	21.6% (Very High)	33.6% (Very High)
	2022-23	5%	3.7%	18.5%	26.3%
Socioeconomically Disadvantaged	2021-22	4.5% (Medium)	4% (Medium)	22% (Very High)	37.4% (Very High)
	2022-23	5.2%	4.5%	18.9%	29.9%
Hispanic	2021-22	4.4% (Medium)	3.3% (Medium)	22.4% (Very High)	35.8% (Very High)
	2022-23	4.7%	3.8%	16.8%	28.4%
Students with Disabilities	2021-22	2.9% (Medium)	5.4% (High)		
	2022-23	2.8%	5.9%		

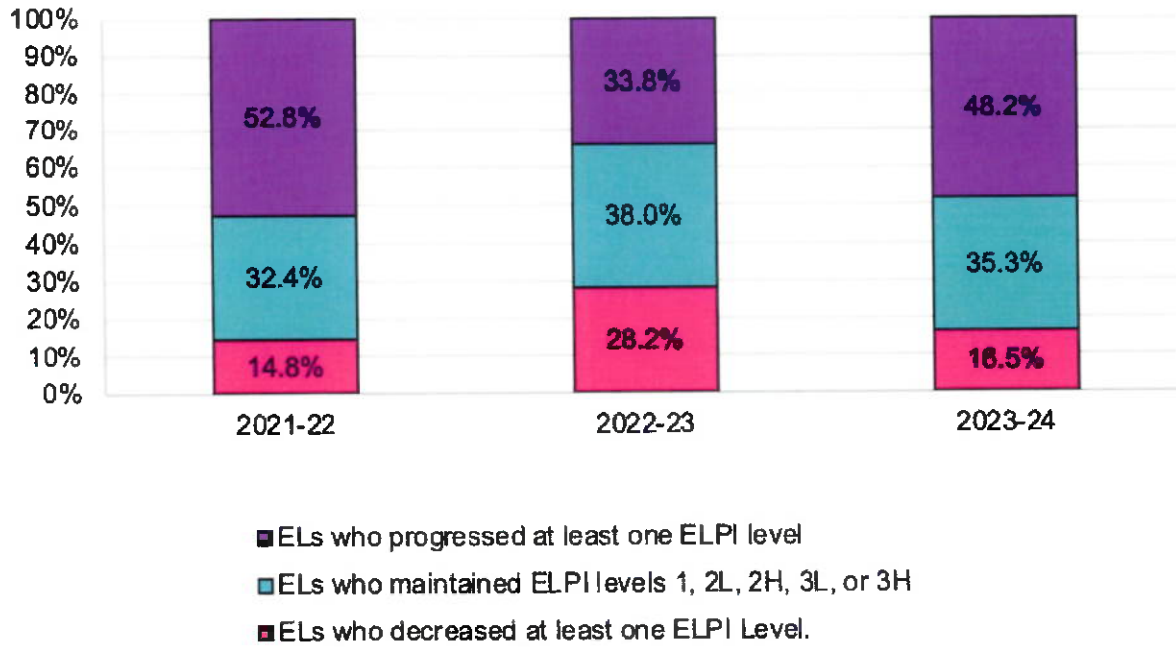
Table 3 shows the percentage of students making progress towards English language proficiency. The Academy’s English Learner student (“EL”) population has decreased from 54.4% in the 2021-22 school year to 48.3% in 2023-24. The percentage of students making progress towards English Language proficiency dropped to 33.8% in 2022-23, a decline of 19% from the previous year, which resulted in a red Dashboard indicator for English Learner Progress (“ELPI”) for the 2022-23 school year.

Table 3: English Learner Progress Dashboard Indicator

	Year	English Learner Progress	
		WCPA LH	State
All English Learner Students	2021-22	52.8% (Medium)	50.3% (Medium)
	2022-23	33.8%	48.7%

The Academy leadership has identified this as a major concern and priority area for improvement. School leaders have improved both designated and integrated instructional time for all ELs and have also included a specific action in the Local Control Accountability Plan to focus on improving services and supports to ELs. Despite the decrease in 2022-23, summative English Language Proficiency Assessment for California (“ELPAC”) proficiency level data from 2023-24 shows that the percentage of ELs making progress towards English language proficiency increased significantly in 2023-24, from 33.8% in 2022-23 to 48.2% in 2023-24 (Chart 1).

Chart 1: Student English Language Acquisition Results (Summative ELPAC)



During the 2023-24 school year, the Academy took multiple steps to improve English language proficiency, which resulted in this 14.4% increase in the percentage of ELs making progress towards English language proficiency from 2022-23 to 2023-24. These steps included the following: (1) the Academy increased English Language Development (“ELD”) training for teachers throughout the year; (2) the Academy had a full-time dedicated EL Coordinator to facilitate and lead professional learning for teachers on designated and integrated ELD, including strategies to engage ELs; and (3) the Academy’s ELD teachers focused on asset-based practices such as metalinguistic awareness and setting language goals with students to accelerate English language proficiency among ELs and long-term ELs, and provided newcomers with the resources they needed to excel.

During the 2024-25 school year, the Academy will continue to increase the number of ELs who are making progress towards English language proficiency. The Academy will contribute to the growth of its staff through increased professional development in order to advance their knowledge of ELD. Specifically, the Academy will review assessment data and key performance indicators, and determine a baseline of proficiency for all ELs. Student growth in proficiency levels over time is one indicator of program effectiveness. The Academy will utilize an Improvement Science Structure to create a schoolwide ELD improvement plan in collaboration with Academy leadership, curriculum and instruction staff, and site administrators. This plan will support the continued practice of monitoring and revising programs to meet the needs of students. The Academy has also committed to increasing its family engagement support to ensure our families are at the forefront of what can be accomplished to promote academic achievement and to continue to celebrate our students who exit our ELD programs.

Overall, schoolwide performance and the performance of all subgroups of students on the state indicators demonstrate that the Academy is making significant progress toward meeting standards that provide a benefit to its students. Additionally, as detailed below, the Academy has adopted a strategic plan to build on its success and to continue to improve learner outcomes and accelerate academic growth.

The Academy Met Standard For All Local Indicators

The Academy has met the standard for all local indicators on the Dashboard for the past two years (Table 4).

Table 4: Local Dashboard Indicators

	2021-22	2022-23
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met

Verified Data Demonstrates that the Academy Achieved Measurable Increases in Academic Achievement

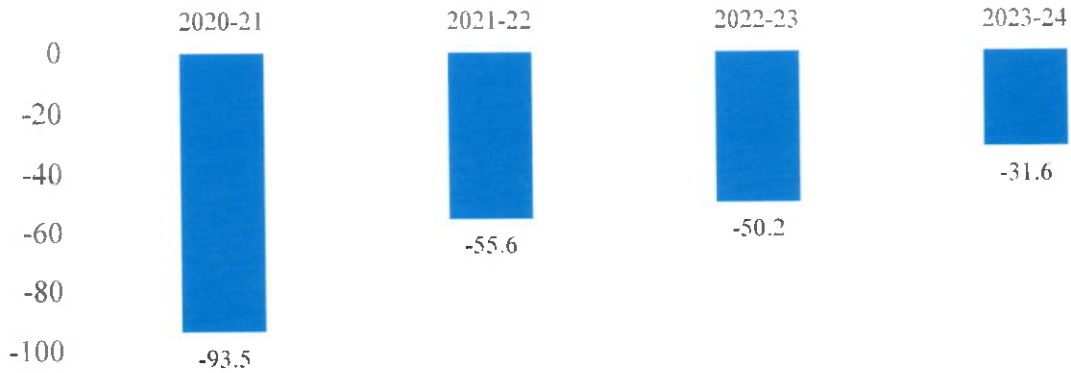
The Academy has achieved measurable increases in student academic achievement, as defined by at least one year’s progress for each year in school. The Academy utilizes the California Assessment of Student Performance and Progress (“CAASPP”) and MAP Growth by NWEA (“NWEA”) to assess student growth and progress.

The Academy has demonstrated overall improvement on the CAASPP since the pandemic and has shown at least one year’s academic progress on the NWEA. Since the Academy opted into the CAASPP in the 2020-21 school year, we can evaluate school growth over the past four years. When looking at the DFS metric, the Academy has shown significant growth in reducing the learning loss that occurred during the pandemic.²

² The state did not publish a Dashboard for the 2020-21 school year. The Dashboard for the 2023-24 school year has not yet been released. Therefore, the Academy internally calculated DFS for the CAASPP results for these two respective years for all students and significant subgroups using the Dashboard Technical Guide. To calculate the DFS for all students and subgroups, the Academy first calculated the DFS for each student by determining the distance between each student’s score and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3). The Academy then averaged all of the DFS values for all students schoolwide and within each of the respective subgroups. The Academy exceeded the 95% participation rate for the 2023-24 CAASPP administration. The U.S. Department of Education granted a waiver to the California Department of Education for the 2020-21 school year, removing the 95% participation rate penalty for the academic indicators.

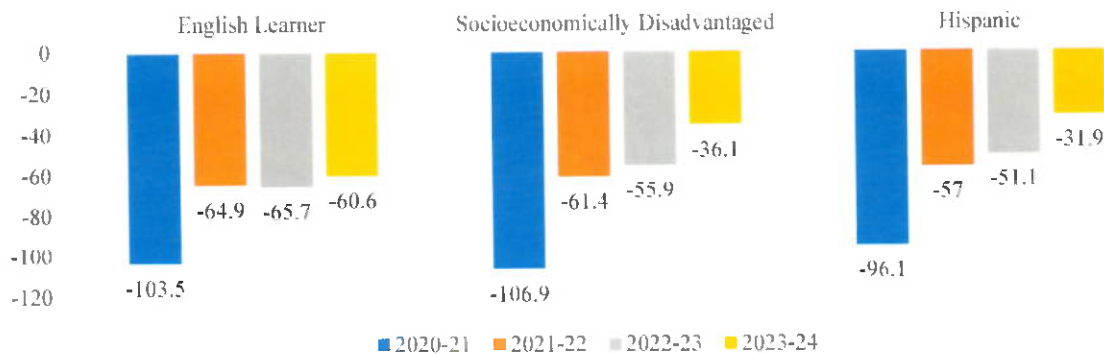
The ELA CAASSP scores from Spring 2021 to Spring 2024 show overall that the DFS decreased by 61.9 points, representing a 66% improvement in scores (Chart 2).

Chart 2: ELA CAASPP All Students DFS



The Academy’s subgroup data also reflects a significant improvement in the overall DFS for all categories over the four-year period. ELs closed the gap by 42.9 points, representing a 41% improvement in scores; Socioeconomically Disadvantaged students closed the gap by 70.8 points, representing a 66% improvement in scores; and Hispanic students closed the gap by 64.2 points, representing a 67% improvement in scores (Chart 3).

Chart 3: ELA CAASPP Student Subgroup DFS



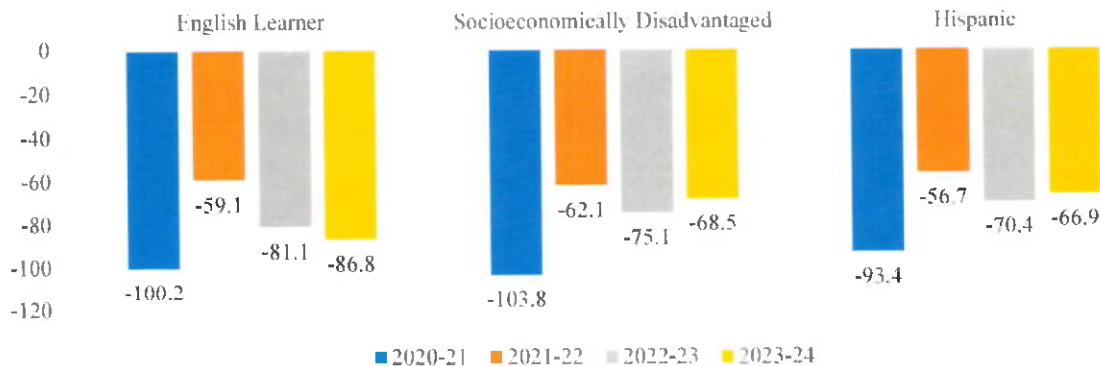
When comparing math results on the CAASPP from 2020-21 to 2023-24, students at the Academy scored closer to standard. Overall, the Academy closed the gap by 26.3 points, representing a 29% improvement in scores (Chart 4).

Chart 4: Math CAASPP All Students DFS



ELs have continued to demonstrate growth in 2024 in ELA but, unfortunately, they dipped slightly in math. While ELs still show a significant increase in scores from pandemic learning loss (13.4 points, representing a 13% increase), they are the only subgroup demonstrating declines in year-over-year scores (-5.7, representing a 6.6% decrease). Our other two subgroups showed progress in 2023-24: Socioeconomically Disadvantaged students closed the gap by 35.3 points, representing a 34% increase in scores; and Hispanic students closed the gap by 26.5 points, representing a 28% increase in scores (Chart 5).

Chart 5: Math CAASPP Student Subgroup DFS



Additionally, the Academy leverages NWEA testing throughout the year to understand individual progress towards goals. Historically, the Academy administered the NWEA in the fall, winter, and spring each year. To lessen the testing burden on students, starting in the 2023-24 school year, we removed the spring administration for students who were in the CAASPP testing grades and instead used CAASPP equivalencies to measure growth and proficiency. Thus, the most recent year for which we have verified data for all grades and subgroups that shows growth from fall to spring is the 2022-23 school year. When looking at average scores from grades K-11 across the school and among significant subgroups from the fall 2022 to spring 2023 administrations, all students and subgroups demonstrated growth in both reading (Chart 6) and math (Chart 7).

Chart 6: Average Reading RIT Scores Fall 2022 to Spring 2023 Administration

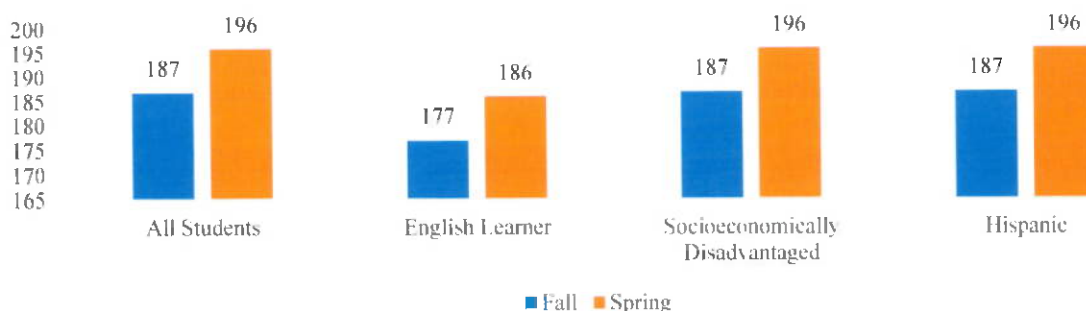
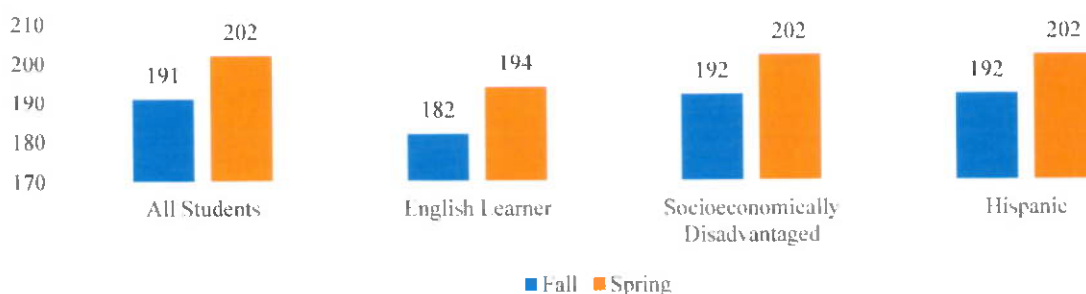


Chart 7: Average Math RIT Scores Fall 2022 to Spring 2023 Administration



Additionally, NWEA provides a conditional growth index (“CGI”) that is a standardized measure of observed student or school growth compared to the 2020 NWEA student or school growth norms. The CGI expresses student growth in standard deviation units above or below the growth norms. According to guidance from NWEA, a CGI between -0.2 and +0.2 “indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of

instructional exposure.” The Academy achieved a positive CGI in math and reading, placing the school on the upper end of the recommended range and indicating that the school met NWEA’s target for normal growth (Table 5). In other words, on average, Academy students are making “one year’s progress” as articulated in AB 1505.

Table 5: Fall 2022 to Spring 2023 CGI

	CGI
Math	0.53
Reading	0.48

Post-Secondary Outcomes of the First Graduating 12th Grade Class

The class of 2024, which was the Academy’s first graduating class, demonstrated significant post-secondary outcomes compared to local schools. Of the 23 seniors, 100% graduated and 74% completed their A-G requirements and plan to attend a four-year college. Wasco High School, the local high school for Lost Hills residents, achieved a 93.6% graduation rate and a 44.5% A-G completion rate in 2022-23 (most recent year available), compared to Kern County, which had a 36% A-G completion rate in 2022-23.

The class of 2024 is attending a variety of universities, including UC Davis, UC Santa Cruz, Cal Poly Pomona, Cal State Bakersfield, Fresno State, University of Oregon, and Cal State LA. Additionally, over half of the class (12/23 graduates) received their associate degree in agriculture from Bakersfield College prior to high school graduation. One student also graduated with the State Seal of Biliteracy.

In the classes of 2025 and 2026, there are 13 students who are on track to complete their associate degree in agriculture, and 20 other students who are on track to complete an associate degree in one of eight majors, including law, psychology, business administration, accounting, sociology, and more. Additionally, three students in the class of 2025 have already been accepted to the QuestBridge scholarship program.

The Academy Has Adopted a Comprehensive Framework to Build on its Success and to Continue to Improve Learner Outcomes and Accelerate Academic Growth

During the 2023-24 school year, the Academy launched two successful pilot efforts to further improve student achievement:

1. To address learning gaps, the Academy enrolled a cohort of students in third through eighth grade with the lowest performance in math or ELA in an afterschool tutoring program, during which they received a mix of live and asynchronous instruction targeting both math and ELA content where students demonstrated gaps.
2. To ensure every student received the highest quality instruction, a selection of new teachers in third through eighth grade were paired with experienced master teachers to

engage in structured, targeted mentorship. Through this months-long partnership, mentors met frequently with their mentees to improve their academic planning and lesson execution.

Both interventions led to demonstrable impacts, most notably increasing the percentage of students meeting and exceeding standards on the CAASPP. Students in third through fifth grade improved from 30% to 38% meeting or exceeding standards in ELA, and 32% to 35% in math between the 2023 and 2024 administrations, and students in sixth through eighth grade improved from 25% to 37% meeting or exceeding standards in ELA and 16% to 20% in math between the 2023 and 2024 administrations. Given this success, the Academy plans to scale both efforts in the coming year.

Additionally, the Academy scaled a version of this intervention during summer school in 2024. In kindergarten through sixth grade, the Academy enrolled 86 students who received targeted intervention in math or ELA with a small group instructor during the day. The Academy enrolled 24 seventh graders (approximately 73% of the class) into an academic program for three hours every day of summer school, during which an instructional coach retaught math and English essential standards in small cohorts.

The Academy also launched a formal reading intervention program in the 2023-24 school year that showed improved performance as compared to our ELA CAASPP performance. To provide the same focus on math, where our scores only increased minimally, we will be launching a similar math intervention program for kindergarten through sixth grade in the 2024-25 school year.

Priorities For the Renewal Term

In the next renewal term, the Academy will continue to focus on high-quality, tier-one instruction within a multi-tiered system of supports for all students. To accomplish this, the Academy is currently implementing a Professional Learning Communities (“PLC”) model in which teams of educators will work collaboratively in order to enhance effective teaching, with a focus on addressing the needs of ELs and students with disabilities.

The collaborative teams will:

- (1) streamline curriculum across subjects and grade levels;
- (2) develop and administer teacher-created common formative assessments to frequently gather evidence of student learning; and
- (3) further refine the Academy’s student interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.

Through these efforts, the Academy will continue to improve learner outcomes and to accelerate academic growth, especially for its most vulnerable populations of students. Moreover, the Academy will continue to build and expand its network of partnerships in order to create even more opportunities for our students. Future collaborations may include additional career readiness programs, advanced academic support, and expanded health services. By forging these connections, the Academy is committed to providing a well-rounded education and support system that prepares its students for success in all areas of their lives.

Element 1: Educational Program

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

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

Mission Statement

Wonderful College Prep Academy (the “Academy”) is a rigorous, inspiring and community-based learning environment that ensures all students are cared for and graduate with college-level academic knowledge, critical thinking skills, healthy habits and personal efficacy to thrive – and to be transformational leaders in the central valley and beyond.

Core Values

- **Collective Responsibility.** We set ambitious, attainable, measurable goals and are strategically focused on meeting them. We are as invested in our teammates meeting their ambitious goals as our own.
- **Feedback and Growth.** We actively seek feedback from teammates, managers, people we manage, and partners – and we give constructive, evidence-based feedback. We use feedback to improve.
- **Integrity.** Our actions and our words are honorable and aligned to our vision and values.
- **All Means All.** We value, affirm, and build on the assets that exist in our students, families, and community to create the conditions for our students to thrive.
- **Care.** We commit to know, build, and grow relationships with all community members in service of the Academy’s vision.

Expected Student Learning Outcomes (“ESLOs”)

- **Collective responsibility.** Students will be critical consumers of information and form their own opinions.
- **Leaders.** Students will be confident in their ability to affect change and have multiple opportunities to practice skills to that effect.
- **Light bearers.** Students know their own light shines bright. They love their own unique skills, affinities, and truths, as well as embracing others to spread their light in our community.
- **Community builders.** Students will know how to work well with others across differences, seek to include others, be a part of a community and enhance it for the greater good.

Target Student Population: Grade Levels and Geographic Focus

The Academy serves students from transitional kindergarten (“TK”) through 12th grade who generally reside in Lost Hills, Wasco, and the surrounding communities. The projected student enrollment for the charter term is detailed in Table 6.

Table 6: Projected Student Enrollment, 2025-30

Grade	2025-26	2026-27	2027-28	2028-29	2029-30
TK	20	20	20	20	20
K	40	40	40	40	40
1	40	40	40	40	40
2	40	40	40	40	40
3	40	40	40	40	40
4	40	40	40	40	40
5	40	40	40	40	40
6	45	45	45	45	45
7	50	50	50	50	50
8	40	40	40	40	40
9	50	50	50	50	50
10	45	45	45	45	45
11	30	30	30	30	30
12	25	25	25	25	25
Total	545	545	545	545	545

Demographic Data

The Academy seeks to reflect the demographics of the student populations attending the local school district, Lost Hills Union Elementary (the “District”), and the surrounding communities. High school students residing in the Lost Hills community, not attending the Academy, are bussed to Wasco High. Table 7 reflects the demographic data of the Academy in the 2023-24 school year, including the racial and ethnic composition as well as student subgroups.

Table 7: Academy Enrollment, 2023-24

All Students	538
Socioeconomically Disadvantaged	87.4%
English Learners	48.3%
Students with Disabilities	7.1%
Foster Youth	0%
Homeless	0.9%
Migrant	3.3%
Hispanic	96.8%
White	1.9%
African American	0.4%
Asian	0.4%
Filipino	0.2%
American Indian/Alaska Native	0.2%

Source: California Longitudinal Pupil Achievement Data System (“CALPADS”)

The Academy is designed to provide an alternative educational choice within the rural communities it serves and attracts students and families who seek a rigorous, inspiring and community-based learning environment where students are both supported and challenged, and graduate college and career ready to be the next generation of leaders in the central valley. Table 8 reflects the demographic data of the District and Wasco High in the 2023-24 school year, including the racial and ethnic composition and student subgroups.

Table 8: Lost Hills Union Elementary and Wasco High Enrollment, 2023-24

	Lost Hills Union Elementary	Wasco High
All Students	271	1,693
Socioeconomically Disadvantaged	76.4%	88%
English Learners	49.1%	20%
Students with Disabilities	8.9%	9.8%
Foster Youth	0%	0.3%
Homeless Youth	0%	0.4%
Migrant Education	49.4%	6.3%
Hispanic or Latino	98.5%	94.1%
White	0.7%	3.2%
African American	0%	1.9%
Asian	0.7%	0.5%
Filipino	0%	0.1%
American Indian/Alaska Native	0%	0.1%
Two or More Races	0%	0.1%

Source: DataQuest

As set forth in detail in Element 7 of this charter, the Academy implements a recruitment strategy to achieve a balance of student subgroups that is reflective of the District. As a charter school, the Academy is available to all student applicants, and the Academy continues to execute community outreach efforts and information campaigns to attract a population of students at the Academy that reflects the demographics of the region.

Local Control Funding Formula and Local Control and Accountability Plan

The Academy shall comply with all applicable laws and regulations related to Assembly Bill 97 (“Local Control Funding Formula” or “LCFF”), as they are amended from time to time, which include the requirement that the Academy shall annually submit a local control accountability plan (“LCAP”)/annual update to the Kern County Office of Education (the “County”). In accordance with Education Code Sections 47604.33 and 47606.5, the Academy shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code Section 47605(c)(5)(A)(ii) using the LCAP template adopted by the State Board of Education, as it may be changed from time to time. A copy of the Academy’s LCAP is available on the Academy’s website. The Academy shall comply with all requirements of Education Code Section 47606.5 including, but not limited to, the requirement that the Academy “shall consult

with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update to the local control accountability plan.” (Ed. Code § 47606.5(d).)

The Academy’s annual goals for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved in the state priorities, and the specific annual actions to achieve those goals, are addressed in Element 2 of this charter.

An Educated Person in the 21st Century

Based on research performed by Partnership for 21st Learning, the Academy recognizes that an educated person in the 21st century is someone who has demonstrated:

- Competency in all core academic content areas including the arts;
- Competency in 21st Century interdisciplinary themes into core subjects;
- Learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration;
- Media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize and analyze a variety of information);
- Initiative and self-direction in guiding their own life-long learning;
- A commitment to integrity, social responsibility and an understanding of the context of the world in which he or she lives; and
- Strong leadership skills and team-building capacity.

The Academy is designed with the premise that the above-mentioned skills can be best achieved by providing students the most rigorous and relevant curriculum possible.

Academic Calendar and Schedules

The Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code Section 47612.5 and the number of school days required by Title 5 of the California Code of Regulations, Section 11960.

The daily schedule will allow the Academy to offer, at a minimum, the following number of minutes of instruction in compliance with Education Code Section 47612.5 (a)(1):

- To pupils in TK and kindergarten, 36,000 minutes
- To pupils in grades 1 to 3, inclusive, 50,400 minutes
- To pupils in grades 4 to 8, inclusive, 54,000 minutes
- To pupils in grades 9 to 12, inclusive, 64,800 minutes

Table 9 below conveys a sample schedule for the 2024-25 school year.

Table 9: Sample Schedule for the 2024-25 School Year³

Sample Typical Day for 2 nd Grade	Regular Day	Minimum Day
Breakfast	7:30-8:00	7:30-8:00
Reading/Social Studies	8:00-9:30	8:00-9:30
Science/Electives	9:30-10:20	
Lunch/Recess	10:20-10:50	10:30-11:00
ELD	10:50-11:20	10:00-10:30
Phonics	11:20-12:00	9:30-10:00
Math	12:00-1:00	11:00-12:00
Differentiated Learning Centers	1:00-2:00	
Recess	2:00-2:20	
Snack	2:20-2:40	
Language Arts	2:40-3:20	
Dismissal	3:30	12:00

Sample Typical Day for High School	Regular Day (Schedule Alternates Even/Odd Days)	Minimum Day
Breakfast	7:30-8	7:30-8
Period 0 ELD, ASB, Study Skills, etc.	8:00-8:44	8:00-8:40
Period 1/2 Science/Math	8:48-10:18	8:45-9:30
Break	10:18-10:28	
Period 3/4 ELA/Spanish	10:29-11:58	9:35-10:25
Lunch	12:00-12:40	
Period 5/6 History/Economics	12:40-2:10	10:30-11:15
Period 7/8 Mock Trial/PE	2:14-2:57	12:20-12:00
Snack	2:57-3:15	Lunch: 12:00-12:35
Advisory	3:15-4:00	12:35-1:00
Dismissal	4:00	1:00

How Learning Best Occurs

The Academy's academic program is research-proven and is shaped by the following **core program essentials**:

1. **In-Depth Literacy.** The ability to read and write effectively is widely recognized as the cornerstone of successful academic achievement and an essential prerequisite for progress through college and career. The Academy emphasizes the importance of

³ Please see Appendix A for the proposed academic calendar for the 2024-25 school year.

developing strong foundational literacy skills, starting with early literacy and phonics. The Academy recognizes the need for students to both develop basic skills in reading and writing and to become critical thinkers and problem solvers. Students will read complex texts consistent with the Common Core State Standards (“CCSS”), both literary and information text. They will read and write across all core subjects. Most importantly, they will become independent thinkers who can create informed opinions, critique the opinions of their peers and their world, defend their arguments with evidence and communicate their points of view effectively.

The implementation of the CCSS will ensure that instruction in reading, writing, speaking, listening, and language will be a shared responsibility within the school. The CCSS are divided into two sections, one for English Language Arts (“ELA”) and the other for mathematics. The ELA section includes literacy standards for history/social science, science and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well. While most of the required reading in college and workforce training programs is informational in structure and challenging in content, the Academy’s interdisciplinary approach to literacy will equip students with a strong academic foundation as they transition to high school and then to college and the workplace.⁴

- 2. STEAAM (Science, Technology, Engineering, Agriculture, Arts and Mathematics) Foundation.** For the Academy, STEAAM education is more than just science, technology, engineering, agriculture, arts or mathematics; it is an interdisciplinary and applied approach that is coupled with real-world, problem-based learning reflecting the local community of Lost Hills. STEAAM themes and experiences that incorporate STEM with agriculture (20% of the local job market) and the arts (creative outlet) will be integrated into a cohesive teaching and learning paradigm. A STEAAM-literate student is not only an innovator and critical thinker, but is able to make meaningful connections between school, community, work and global issues. Students will also incorporate critical thinking, problem solving, and analysis to their application of mathematics. Thus, they gain a better understanding as to why and how math works in real-world situations.

By offering a strong STEAAM foundation, our goal is to ensure that our STEAAM-literate graduates can enroll in college-level courses in science, technology, engineering, and math. There is solid evidence to suggest that the fastest-growing and highest-wage jobs in future years will be in STEM fields, and all employees will need to utilize STEM skills for problem solving in a wide range of industries.

- 3. Career Pathways-Focused Dual Enrollment.** Every high school student at the Academy has access to dual enrollment courses on campus which provide the opportunity to earn college credit at no cost to the student or their families. All 9th grade students enroll in Bakersfield College’s (“BC”) student development (STDV B3) course which serves as the

⁴ Referenced from: www.thecorestandards.org/wp-content/uploads/ELA_Standards1.pdf.

foundation for success in all future dual enrollment courses in their respective pathways. Courses are offered by BC and are taught by college faculty or by Academy teachers approved by the college based on their academic degrees and/or career experience. The Academy's dual enrollment program provides students access to all general education courses required for associate's and bachelor's degrees, as well as core courses in the major of their choice.

According to a report from the Public Policy Institute of California on dual enrollment, "dual enrollment participants enroll in two- and four-year colleges at relatively high rates" compared to other students.⁵ Currently, about half of the Academy's students are on track to earn between 30 and 60 college credits by high school graduation, with the rest earning between three and 29 units. The Academy expects that students who commit to its early college program coursework will be more likely to enroll in a four-year university and successfully earn a bachelor's degree. By providing students access to dual enrollment courses, not only is the Academy facilitating early college credit acquisition, but is also introducing students and families to the idea of pursuing higher education and a career of their interest at a much earlier age than is typical for first-generation and socioeconomically disadvantaged students.

The following structures support and reinforce the core program essentials of the Academy's educational program and will enable the school to achieve state academic targets:

- 1. Extended day and year** – Ensure students have extended time to master content, receive additional support when needed, take college courses, and complete program requirements. The regular student school day will be seven to eight hours long, and the student school year will consist of at least 180 days. The extended day is critical to ensure students can complete the rigorous coursework required to prepare them to get to and through college. Additionally, high school students will be required to complete both college coursework and credit recovery over the summer. For grades K-7, the Academy offers both afterschool and summer school options to support with academic recovery and childcare. The afterschool program for grades K-7 focuses on providing targeted intervention for students needing academic recovery, while also incorporating elements of art and athletics.
- 2. Small school with reduced class sizes** – Allows for a personalized learning environment and an increased sense of community and teamwork. Small class sizes (with target average in core classes of 25 students) ensure students actively participate in class activities and get the additional support they need to master content. The Academy is committed to providing students all the support necessary to stay on track and not to "fall through the cracks."

⁵ Rodriguez, O., & Gao, N. (2021). Dual Enrollment in California: Promoting Equitable Student Access and Success. *Public Policy Institute of California*.

3. **Early College Career Pathways** – Provides strategically sequenced dual enrollment courses that elevate the rigor of core high school graduation and “A-G” required classes, while also providing a variety of major specific electives for students to explore various careers. This interdisciplinary program of study helps students develop critical thinking skills, as well as acquire technical knowledge in a variety of areas. The program helps students make connections between key academic concepts across disciplines that lead to greater understanding of math, science, language arts, and social studies both at the high school and college level.
4. **Project-based and work-based learning** – Allows for meaningful connections and the broad application of key concepts with high-quality, outcomes-driven, work-based or research-based learning. Learning experiences will be intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. Students have access to a variety of work-based learning and career readiness experiences, including job shadows, professional development conferences, and paid internships.
5. **Art and Music** – Instruction and experiences in the visual and performing arts are integral to the Academy’s academic program and enrich the student educational experience. The Academy offers music and/or art to all students, providing them with substantive and consistent exposure. Research has proven that low-income students who have arts-rich experiences are three times more likely to earn a B.A. and low-income students who earn few or no arts credits are five times more likely not to graduate from high school.⁶
6. **Highly effective faculty** – Excellent teaching is the cornerstone of student success at the Academy, ensuring all students get the powerful teaching they need and deserve. Studies have shown that providing students with top-quartile teachers rather than bottom-quartile teachers for four years in a row would be enough to completely close the achievement gap between white students and students of color.⁷ The Academy implemented TNTP in the 2022 school year to adequately evaluate teacher effectiveness. 92% of teachers were fully credentialed and appropriately assigned in the 2023-2024 school year and 91% earned a rating of “effective” on their TNTP evaluations. Additionally, the Academy prioritizes professional development for teachers and in the 2024-2025 school year, the Academy has planned 16 days of professional development.
7. **Ongoing internal assessments** – Provide ongoing feedback for students and teachers, helping students become increasingly strategic and self-directed in their learning and allowing teachers to modify instruction to meet the individual needs of every student.

⁶ Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (March, 2013). The Arts and Achievement in At-Risk Youth: Finding from Four Longitudinal Studies. *National Endowment for the Arts*.

⁷ Hassel, B., & Hassel, E. A. (2010). Opportunity at the Top: How America’s Best Teachers Could Close the Gaps, Raise the Bar, and Keep Our Nation Great. *Public Impact*.

The internal assessment system is used to monitor and incentivize continued improvement toward the academic success of every student. The Academy's assessment system incorporates competency-based grading. School-wide assessments are administered, shared, analyzed and used for follow-up action at least quarterly. To balance the opportunity to learn with the need to assess, the Academy has developed a school-wide assessment calendar which accounts for NWEA in the fall and winter and DIBELS three times per year in the elementary grades. The instructional calendar is broken down into four quarters, with each quarter assessed using a common formative assessment, which teachers review during school-wide data talk sessions.

- 8. Family-School Partnerships** – This is key to student success at the Academy. We know students who have involved parents and guardians do better in school. The Academy, and its faculty, create regular and consistent systems for two-way communication to foster full transparency about academic expectations and progress and to provide a venue for dialogue and feedback. The Academy makes sure parents and guardians feel welcome, safe, and valued as critical partners in their child's success. Parents and guardians regularly participate in their child's education through the School-Family Partnership Agreement that outlines the student's and family's commitment to the Academy's college prep mission. The Academy encourages parental involvement, but will notify the parents and guardians of prospective (applicant) students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Academy. (Educ. Code § 47605(n).)

- 9. Whole Child Development** – the Academy believes health is critical to development and places an emphasis on healthy lifestyles. Harvest Hall, the Academy's cafeteria, prepares scratch-cooked breakfast, lunch and supper daily. Students have the opportunity to participate in lessons in our Learning Gardens, where students plant, grow, and harvest a variety of produce. The Academy also has an onsite teaching kitchen where students can learn to cook healthy meals and build lifelong healthy habits. Through a partnership with Wonderful Health and Wellness, our students have access to onsite healthcare, free of charge, not only during the school day for students, but also for anyone in their household. The family wellness center offers immunizations, sports physicals, therapy, and more so students do not miss learning time by going to the doctor. Additionally, through a partnership with the Lost Hills Park, there is an onsite gym and yoga studio that is open during evening and weekend hours, where students can participate in dance and Zumba classes for free with their families.

Curriculum and Instructional Design

The Academy is committed to offering all students a rigorous and equitable education based on current educational research and thinking that supports the academic standards. Each piece of curriculum has been selected and implemented based on our schoolwide learner outcomes, academic standards and college and career-readiness standards.

For students to engage in curricula, the Academy uses current educational research to maintain a viable, meaningful instructional program that prepares students to be global citizens, ready for college, career, and life. Teachers engage in professional development on a weekly basis, which is presented on-site by staff or an expert in research-based strategies.

All teachers are expected to design weekly and daily learning activities with the unit plan and school-wide scope and sequence in mind. They are provided with professional development aligning to the utilization of each of the curricula as well as opportunities for academic interventions.

To ensure effective implementation of curricula, the Academy relies on up-to-date educational research to maintain a meaningful instructional program. The goal is to equip students to become global citizens prepared for college, career, and life. Teachers play a crucial role in this process, engaging in weekly professional development sessions either conducted on-site by staff or led by experts in research-based strategies.

Teachers at the Academy are expected to design weekly and daily learning activities, keeping in mind the unit plan and school-wide scope and sequence. They receive ongoing professional development opportunities aligned with the utilization of each curriculum, along with chances to address academic interventions. This commitment to continuous learning and alignment with research-based strategies underscores the Academy's dedication to providing a rigorous and equitable education for all students.

The following provides an overview of the type of curriculum the Academy provides in each subject area and highlights the degree to which each selected curriculum is utilized by grade level bands to meet the Academy's schoolwide learner outcomes: critical thinkers, leaders, light bearers, and community builders. The Academy may adapt or change curriculum as needed or as appropriate to best meet schoolwide learner outcomes and student needs.

English Language Arts ("ELA")

Grades K-5: Wit & Wisdom

Students in grades K-5 use Wit & Wisdom for ELA. Wit & Wisdom is aligned to the science of reading research on integrated instruction across all domains of reading. Students learn through hands-on print of high interest topics that build from year to year, allowing students to go deep within each topic. Although Wit & Wisdom is strong on the language comprehension side of the reading rope, it does not address foundational reading skills. To support students in learning to read, the Academy uses From Phonics to Reading and Heggerty for instruction in phonics and phonemic awareness. Students in grades K-3 receive explicit phonics and phonemic awareness instruction. Students in grade 4-5 receive Heggerty only if gaps in learning are present based on student data. To help support students' fluency development and bridge from learning to read to reading to learn, students in grades K-2 have access to Geodes. Geodes are fully decodable

texts that align to Wit & Wisdom module topics and allow students to practice fluency through more accessible texts. Additionally, to support learning gaps in phonics, students who are reading below grade level as determined by benchmark assessments, use the Just Words curriculum from Wilson Reading. Identified students are placed into groups of no more than 15 students to one instructor to participate in daily 45-minute lessons. Students who are still not making progress or who have already been identified through benchmark data as being well below their peers, are placed into our reading intervention program. Reading Interventionists use a wide array of tools to support learning loss, but primarily use IMSE Comprehensive and IMSE Morphology. Teachers have also been trained in the Wilson Reading System to use when appropriate.

Grades 6-8: StudySync

Academy students in grades 6-8 use StudySync, a priority standards-aligned curriculum. StudySync provides an online platform for teachers to utilize, as well as for students to complete items such as reading passages, annotation, quick writing, novel studies, and daily assignments. Teachers have access to daily lesson plans they can incorporate into their classrooms. Each lesson plan includes an ELD section as well as additional scaffolds to support students to move towards mastery of the standards. The structure and central focus of Study Sync is to provide daily instruction based on a literacy skill. Study sync emphasizes teaching skills using information and literature-based excerpts that are culturally relevant for Academy students.

Grades 9-12:

For grade 9, the Academy uses ELA Foundation of Language & Literature. This curriculum is an Honors/Pre-AP program that focuses on building foundational skills that students will need to lay a path for AP English and college-level English courses. The foundational skills in this curriculum are: Starting the Conversation, Writing, Reading, and Using Sources. Each of these skills is sectioned into chapters that allow for structured pacing for teachers. There is an emphasis on analyzing texts and building context, understanding and interpreting excerpts, vocabulary building, close reading, and intensive writing. Students have the opportunity for exposure to a variety of genres and culturally-relevant texts. Students in grades 10-11 use Advanced Language & Literature as the AP English text which is supported with teacher guidance around text, task and process. The curriculum asks teachers to consider an Understanding by Design (“UBD”) structure to plan standards aligned lessons. This fits with the structure of the Academy around priority standards and assessments. Teachers’ editions allow for scaffolded and enrichment practices that support all students. For grade 12, the Academy uses the Expository Reading and Writing Curriculum. This is a college level prep curriculum that is the final piece in the ELA departments’ continuous progression of literacy, analysis, and expository reading and writing. Students have extensive opportunities to deepen their learning that they began in the ninth grade with analyzing excerpts and texts, considering and outlining their responses, and synthesizing their work into academic writing.

English Language Development (“ELD”)

English Learner students (“ELs”) receive daily designated ELD instruction. Students are grouped by their proficiency level with groupings of no more than two proficiency levels. Grades K-12 use the EL Achieve curriculum, which focuses on the California ELD standards and provides students with language skills that are transferrable across curriculum. Students have multiple opportunities for interactions and to practice foundational language that promotes language proficiency. Students develop and use language to explain ideas, express understanding, and negotiate meaning while teachers intentionally develop students’ academic language and literacy specific to each discipline (language of math, science, history, etc.). Teachers receive a five-day training to ensure proper implementation of the curriculum and standards during their first year of teaching this curriculum. Additionally, ELs receive integrated ELD throughout the day and across all subject areas to help access the CCSS in tandem with the ELD standards.

Mathematics

Grades K-9: Eureka Math

The Eureka Math curriculum is used progressively through grades K-9 and offers an opportunity to connect the content directly with the CCSS. It also addresses how students and teachers can engage with the eight mathematical practices found in the California Math Framework. Lessons are rigorous for all students, and modules follow a similar pattern to allow for representation, application, and explanation. In concept development, a variety of problems are included to allow for differentiated instruction in the classroom. Small-groups are created for additional intervention and differentiation, when needed. To supplement the math curriculum in grades K-6, students also complete exercises on Zearn independently.

Grades 10-12: Eureka Math

Eureka Math Curriculum is used for Geometry, Algebra 2, and Math Analysis courses. Eureka Math has been constructed and designed to be coherent, with an intense focus on key concepts that layer over time. Students gain a complete body of knowledge, not just a discrete set of skills. The curriculum is designed to facilitate deep understanding and application of calculus concepts. It incorporates examples, exercises, and real-world applications to reinforce student learning. The curriculum simplifies complex topics, and the inclusion of technology exercises enhances the learning experience. Students are also able to enroll in Bakersfield College courses Elem Probability and Statistics as part of our Pathways Program.

Science

Grades TK-6: Inspire Science

Inspire Science is aligned with the Next Generation Science Standards (“NGSS”) by grade level for TK-6 grade students that is designed to build student scientific knowledge through reading, hands-on experiments, and inquiry. Our framework begins each quarter with a scientific

question that students must prepare to answer with evidence they have collected throughout the quarter.

Grades 7-8: Amplify Science

Amplify Science is a grade 7-8 program that builds on the grade 3-6 foundation. It has a strong focus on acquiring knowledge through inquiry. Each unit has a vocabulary building section, several hands-on experiments, and summative assessments to determine student learning. The amplify program supports ELs and new to English students by being available in multiple languages, including Spanish.

Grades 9-12: Open Science Education

Biology and Chemistry curricula rely on “Open Science Education.” The pillars of Open Science Education are Science through Literacy, Phenomena, and Exploration. Teachers use the Unit Storyline as a foundational resource and expand student learning opportunities based on data-identified student needs. Students are also able to enroll in Bakersfield College courses Plant Science, Introduction to Soil Science, and Intro to Microsoft as part of the Academy’s Pathways Program.

Social Studies

TK: Wit & Wisdom

TK integrates social studies through the ELA curriculum Wit & Wisdom.

Grades K-5: MyWorld Interactive

The K-5 Social Studies curriculum uses MyWorld Interactive to teach social studies through the lens of ELA. MyWorld Interactive is a customized, standards-based curriculum that improves student knowledge and skills. Lesson plans included with the curriculum emphasize diverse reading, listening, and learning strategies to meet the needs of all learners, including English Language Learners. MyWorld Interactive touches on many of the ELA standards through non-fiction reading, writing, speaking, listening, viewing, and technology use. In addition, it allows for student exploration through online “quests” that allow students to research stops and gather more information in a fun and engaging way.

Grades 6-8: Houghton Mifflin Harcourt

In grades 6-8, students use the Houghton Mifflin Harcourt curriculum for Ancient, World, and United States History. Each teacher edition includes built-in units that provide the appropriate strategies and historical thinking concepts to support students’ mastery towards the standards. Teachers can utilize the curriculum to provide scaffolds as well as student-centered activities that promote the continued development of literacy skills within a historical framework.

Grades 9-12: Dual Enrollment Pathways Courses and Electives

For grades 9-12, students in the Pathways Program have pre-scheduled courses through Bakersfield College. The pre-selected courses fulfill the Bakersfield College associate degree as well as the Academy graduation requirements.

Music and Art

The Academy understands the importance of the arts in student learning and ensures that in the primary grades, students are exposed to music in grades K-5. We believe that a strong music education can supplement concepts in all subjects and many life skills, while also being a fun and creative outlet for students. Grades K-5 use a teacher-created curriculum following the National Core Arts Standards and using resources from Essential Elements Music Class Interactive. In elementary school, students are also able to participate in a performing Mariachi band. Grades K-8 also have art instruction led by an elective teacher. Art is also an available elective for high school students.

Electives

While studying at the Academy, high school students have the opportunity to take college level classes from Bakersfield College and receive an associate degree in agriculture or another major of their choosing along with their high school diploma. More electives through dual enrollment can be found in the course list provided, as well as non-dual enrollment courses such as Shakespeare, Engineering, and more.

Students in grades 7-12 can take a course sequence of Spanish electives which include one dual enrollment course. Students that follow the complete sequence of Spanish electives and demonstrate mastery of reading, writing, speaking, and listening in Spanish are eligible to receive the State Seal of Biliteracy their senior year.

Transitional Kindergarten

The Charter School shall comply with all applicable requirements regarding transitional kindergarten.

Physical Education

The curriculum for physical education is aligned with the goals expressed in the California Physical Education Model Content Standards. Physical education is provided for all grade levels and shall meet all state guidelines applicable to charter schools. The physical education curriculum is designed to develop movement skills and knowledge, to develop a positive self-image, to encourage physical, personal and social development, and to promote healthy living. Students are instructed in the rules of many traditional games and sports with the aim of instilling a sense

of strategy, a cooperative attitude, and a sense of fair play. Students learn to work and play effectively within team dynamics, to appreciate and respect and include all students. Students are also encouraged to actively and consistently engage in their own physical, mental and emotional wellbeing. The PE curriculum also prepares students for the Physical Fitness Test in grades 5, 7 and 9. In compliance with AB 1719, required courses in health education for students in grades 9-12 shall provide instruction in compression-only CPR.

Technology

Rather than offering technology as a discreet subject, technology is embedded throughout the student learning experience. As students research, investigate, and explore the vast array of technology tools available, students will become more comfortable and proficient at using and applying these tools appropriately and effectively. Many software and internet resources exist to engage and excite students as they learn and master new concepts. The strategies listed below align with a growing body of research showing the instructional benefits of technology integration including higher student engagement, greater real world relevance and increased learning:

- Developing technological proficiencies
- Incorporating real world curricula
- Providing additional support for students performing below grade level
- Enhancing the quality of feedback, reflection and revision
- Expanding opportunities for staff training and parent involvement

College Coursework

The Academy earned accreditation by the Western Association of Schools and Colleges (“WASC”) through June 2029 and approval for all University of California and California State University (“UC/CSU”) “A-G” eligible courses offered. The Academy will continue to strive to ensure all students meet UC/CSU four-year college eligibility requirements and are fully prepared to earn a postsecondary degree. The Academy aligns its high school graduation requirements with the “A-G” sequence.

Dual enrolled college courses are provided by Bakersfield College as part of the regular high school instructional day. Students receive Bakersfield College credit for successful course completion. Applicable dual enrollment courses also meet the UC/CSU “A-G” admissions criteria.

Students who graduate from the Academy are expected to meet the proposed requirements outlined in Table 10. High school students at the Academy will have the opportunity to complete up to 70% of the proposed graduation requirements by taking college classes through the Academy’s dual enrollment offerings. The Academy’s high school graduation requirements exceed the state minimum high school graduation requirements and those of the surrounding local school districts.

Table 10: Proposed High School Graduation Requirements and UC/Cal State A-G Requirement

Subject and A-G Requirement	Total Years	Course ⁸	Credits	Total Credits
(A) History/Social Science	3 yrs	World History	10	30
		US History	10	
		Government	5	
		Economics	5	
(B) English	4 yrs	English 9	10	40
		English 10	10	
		English 11	10	
		English 12	10	
(C) Science/Laboratory science (1 Physical and 1 Life)	3 yrs	Ag Resource	10	30
		Ag Biology	10	
		Ag Chemistry	10	
(D) Mathematics (including Algebra 1)	3 yrs	Algebra 1	10	30
		Geometry	10	
		Algebra 2	10	
(E) Foreign Language	2 yrs	Spanish 1	10	20
		Spanish 2	10	
(F) Visual/Performing Arts	2 yrs		20	20
(G) Electives	3 yrs	College Prep	10	30
		Ethnic Studies ⁹	5	
		Other Electives	15	
Physical Education	2 yrs	Physical Ed. 1	10	20
		Physical Ed. 2	10	
Minimum credits required for graduation				220

The Academy informs parents and guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through: (1) an annual information packet sent to student homes at the beginning of each school year; and (2) student Individualized Learning Plans (“ILPs”), which are completed once per semester, with follow-up information from student advisors. Parents and guardians also have access to all course materials and information resources through the Academy website and by direct request to the Academy.

Early College Career Pathways

Upon entering grade 9, all Academy students have the choice to enroll in various levels of dual enrollment pathways including:

⁸ Course requirements may be fulfilled through equivalent Bakersfield College course offerings or through equivalent courses as set forth in the “A-G” sequence requirements.

⁹ The ethnic studies graduation requirement will go into effect for the 2029-30 graduating class.

- **Associate Degree pathway.** Students will complete all general education requirements for an associate degree, as well as core requirements for a degree of their choice. Some core courses may be offered in an online format with in class lab support throughout the regular school day, while the majority of other courses will be offered in person.
- **General Education pathway.** Students will complete most, if not all, “A-G” requirements through dual enrollment (30+ college units)
- **Early College Introduction pathway.** Students will take at least one dual enrollment course, and may earn between 3 and 29 units. The Academy will continue to build in elective CTE courses and pathways such as Culinary Arts.

The Academy is a member of the Wonderful Career Pathways program (“Pathways Program”), a network of public high schools throughout the central valley facilitating a renowned early college program with over 1,200 associate degrees earned since 2018. A partnership between public high schools, community colleges, and The Wonderful Company, the Pathways Program provides academic, college readiness, and work-based learning opportunities to prepare students for the region’s in demand careers. In 2024, the Academy received the California Department of Education’s “Exemplary Dual Enrollment Award,” a recognition of a select group of schools around the state for their innovative early college programs. Additionally, the Academy has been awarded multiple grants to establish and expand its early college program including: Strong Workforce K-12, Middle College and Early College, and College and Career Access Pathways grants.

In partnership with Bakersfield College and The Wonderful Company, the Academy launched the Agriculture Business pathway through the Ag Prep program in 2020 with the vision of preparing students for jobs in the agriculture industry, including at The Wonderful Company’s various central valley operations, like its high-tech plant in Lost Hills. Four years later, the Academy graduated its first early college cohort in the Spring of 2024, with 12 students earning Associate of Science degrees in Agriculture Business from Bakersfield College.

Beginning with the class of 2025, the career pathways options at the Academy have expanded beyond agriculture to provide students more flexibility and choice over their academic focus. Much like with agriculture, other pathways are aligned with in-demand industries including, but not limited to, healthcare and education. The early college program is designed for students to enroll in general education courses in grades 9 and 10, and to begin taking focused pathway core courses in grades 11 and 12. Each student meets with both their high school counselor, as well as a Bakersfield College educational counselor, to develop their academic plans based on what the school is already offering in dual enrollment, plus any additional coursework they may need to take for their respective degree.

Depending on their pathway of choice, Academy students can graduate from high school with an associate degree, as well as their high school diploma. Students committed to earning an associate degree by high school graduation will enroll in college courses every term, including

summers. Other students have access to complete some or all general education requirements for associate's and bachelor's degrees, respectively. Students and parents can request to be on any pathway; however, Academy administrators, the Pathways Program team, and counselors make recommendations for placement based on 8th grade performance. This provides equitable access to the early college program, while also setting students up for success. Performance indicators include test scores, grades, attendance, behavior record, as well as teacher recommendations.

Table 11 provides a sample of the proposed college courses that an associate degree pathway student will take during their four years at the Academy and summarizes the total number of college units they will earn (minimum of 60 semester units) to earn an associate degree. The table lists the proposed college course codes and titles for each grade, identifies the equivalent "A-G" course satisfied through dual enrollment, and cross-references whether the college course is applicable toward an associate degree and/or a general education requirement at a UC or Cal State University (known as the Intersegmental General Education Transfer Curriculum or "IGETC"). As the CSU and UC systems align on their requirements in the coming school year and move to a joint Cal-GETC pattern, the Academy will ensure its dual enrollment program continues to prepare students for admissions and graduation from both systems. College course options may change based on Bakersfield College availability, student needs, and state level policies.

Table 11: General Education/A.A./A.S. Sample College Course List by Grade

Grade Level	College Course	Course Title	A-G	College Units	AA/AS Major	IGETC (UC/CSU)
9	STDV B3	Career, Life, and Educational Planning		3	•	
9	COMP B5	Introduction to Computer Information Systems		3		
9	COMM B1	Public Speaking	College Prep Elective	3	•	•
10	ART B1	Art Appreciation	Art	3	•	•
10	HIST B1	World History to 1600	World History	3	•	•
10	SPAN B1	Elementary Spanish	Spanish 1 & 2	4	•	•
11	POLS B1	American Government: Nat'l, State, Local	Government	3	•	•
11	HIST B17A	History of the United States	US History	3	•	•
11	Major Course	Major Course		3	•	
11	Major Course	Major Course		3	•	
11	Major Course	Major Course		3	•	
12	ECON B2	Principles of Economics-Macro	Economics	3	•	•
12	Major Course	Major Course		3	•	
12	Major Course	Major Course		3	•	
12	ENGL B1a	Expository Composition	English 12	3	•	•
12	ENGL B1B	Intro to Types of Literature	English	3	•	•
12	HIST B30A	Early Chicano History		3	•	•
12	MATH B22	Elementary Probability and Statistics (MATH B22)	Math	4	•	•
12	SOIL B1	Introduction to Soil Science	Science (Lab)	3	•	•
12	WEXP BXXX	Work Experience Course		1		
Total Units				60	56	41

Holistic Support Services for Early College

The Academy provides a robust student services program that is designed to facilitate student success in their college courses. This support is layered and includes academic and overall student success and well-being resources. These services are provided by the Academy staff, Bakersfield College representatives, and the Wonderful Company's education team.

Academic

- Every dual enrolled class provided at the Academy has an embedded full-time staff member dedicated to provide guidance, tutoring, and extended learning opportunities. These staff members are either credentialed teachers and/or Dual Enrollment Support Specialists ("DESS") and Pathway Academic Leads who have earned at least a bachelor's degree. These individuals serve as a liaison to the college professor to ensure students stay on track and to guide students as they encounter any content related or other general course issues. Additionally, in courses where the professor is not a high school teacher, the embedded support team provides extended/additional learning opportunities on days where the college section is not scheduled.
- Bakersfield College provides on-site tutors for various courses based on availability and need. Historically, the college has supported courses such as statistics and history.
- Wonderful Education (a division of The Wonderful Company) provides access to free tutoring via Tutor.com.

Advising

- The Academy has a dedicated Pathways Program team led by a Career Pathways Manager. In partnership with the high school administration and counseling team, this team manages all student services related issues including:
 - Scheduling of courses
 - Student enrollment process
 - Pathway identification and advising
 - Student academic support outlined in the previous section
 - Student stress/mental health referrals
 - Parent communication
 - Work-based learning in partnership with Wonderful Education

Meeting the Needs of All Students

*English Learners*¹⁰

The Academy affirms, welcomes, and responds to a diverse range of EL and Multi-Lingual (“ML”) student strengths, needs, and identities. The Academy prepares graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for their community and beyond.

As outlined in the Academy’s EL Master Plan, we are committed to working in collaboration with the board members, administrators, teachers, support staff, community members, students, and parents to provide an effective and efficient instructional program for ELs where their language, culture, and immigrant status are recognized as assets for learning. During the 2023-24 school year, 48.3% of the student population that the Academy served were classified as EL.

The Academy is committed to providing equity for ELs through access to academic English. Our ultimate goal is to prepare all language learners to excel in college and career, to realize their full potential, and to define their own success. It is our goal that our ELs develop oral, written, listening and reading language proficiency so that they may have access to high-quality educational opportunities.

The Academy screens students who may be eligible for our EL programs through the Home Language Survey to identify whether the student’s primary or native language is a language other than English.

Informing Parents and Guardians of Instructional Program Options

Parents are informed of the instructional program options available to students. Program options information is provided in writing to parents via the Annual Letter.

Initial Assessment and Classification of Students

If the parents or guardians of a student list a language other than English or American Sign Language (“ASL”) on any of questions 1 through 3 of the Home Language Survey, kindergarten through twelfth grade students will be given the Initial English Language Proficiency Assessments for California (“ELPAC”) to determine language proficiency. This assessment will be administered within 30 days of the student’s start date. Once assessed, students are classified as either EL or Initial Fluent English Proficient (“IFEP”). TK students will no longer take the ELPAC as a result of AB 2268. Language development for TK students will be assessed through developmentally appropriate assessments until their kindergarten year.

¹⁰ The Academy shall comply with Senate Bill 1174 concerning English language education.

The Academy will send a letter to the parent/guardian of their student's test results and their initial placement in one of the following programs based on those test results:

- For students classified as ELs: Daily Designated English Language Development ("ELD") and Integrated ELD across all subject areas throughout the day until they are Reclassified as Fluent English Proficient ("RFEP").
- For students classified as IFEPs or English Only ("EO"): The general education mainstream, which is without daily Designated ELD.

ELs are provided with daily designated ELD classes and Integrated ELD in all core content classes. RFEP students are monitored for a period of four years through the Academy's quarterly data reviews conducted by the leadership team. Multiple measures are analyzed to ensure EL and RFEP students are successfully accessing core curriculum, including their performance on standardized benchmark assessments (e.g., NWEA assessment), written performance tasks, and course grades. Students who demonstrate an area of need are reviewed and provided the appropriate supports or scaffolds in core instruction to ensure success.

The Academy values students' home languages and cultural backgrounds. We ensure that all communication goes home in the families preferred language and provide translation at all school events and conferences. Additionally, the Academy presents workshops to empower parents and share strategies to support their student's language development.

The process for identifying and serving ELs is as follows:

Step 1: Initial Assessment

(a) Upon a student's initial enrollment in a California public school, the Academy will administer a Home Language Survey to the parent or guardian to identify whether the primary or native language of the student is a language other than English.

(b) If a parent or guardian's survey response indicates English as the student's primary or native language, the student shall be classified as EO.

(c) If a parent or guardian's survey response indicates a primary or native language other than English, the Academy will proceed with the administration of the Initial ELPAC assessment. Parents/guardians will be notified in writing prior to the administration of the assessment.

(d) The Academy will administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial California enrollment, or, if administered prior to the student's initial date of California enrollment, up to 60 calendar days prior to such

enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall include whether or not the student met the ELPAC initial assessment criterion for proficiency and the Academy's contact information for use if the student's parent or guardian has questions or concerns regarding the student's classification.

(e) If the student does not meet the ELPAC initial assessment criterion for proficiency, the Academy will classify the student as EL.

(f) If the student meets the ELPAC initial assessment criterion for proficiency, the Academy will classify the student as Initial Fluent English Proficient ("IFEP").

(g) A student shall be administered the initial assessment only once over the course of the student's enrollment in the California public school system, as verified by the Academy through a review of CALPADS data prior to administering the initial assessment to a student.

Step 2:

Once identified as EL, the Academy will provide the student with appropriate Designated ELD instruction and services based upon the student's grade level and language proficiency level.

Step 3: Ongoing Assessment

All Academy students classified as ELs must be assessed with the ELPAC Annual Assessment.

(a) The Academy will administer the ELPAC summative assessment to all students identified as ELs during the mandated assessment window.

(b) The Academy will notify each student's parent or guardian of the student's assessment results within 30 calendar days following receipt of the test results from the test contractor.

Step 4: Correction of Classification Errors

(a) If a student is classified as EO pursuant to Title 5 of the California Code of Regulations, section 11518.5(b), but the Academy has an indication that the student's primary or native language is not English and the student is unable to perform ordinary classroom work in English, the Academy may collect and review the following evidence:

(1) Parent or guardian opinion and consultation results; and

(2) Evidence of the student's performance in the Academy's adopted course of study and ELD, as applicable, obtained from the student's classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions.

(3) Based upon this review, the Academy will determine whether the student will be administered the initial assessment in order to determine the student's classification. At least 10 calendar days prior to administration of the initial assessment, the Academy will notify the student's parent or guardian in writing that the student will be assessed. If the Academy administers the initial assessment and if the student does not meet the ELPAC initial assessment criterion for proficiency, the Academy will classify the student as EL. The Academy will then notify the student's parent or guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14 calendar days of its determination. The student's parent or guardian shall be entitled to request that the Academy review its determination, according to state regulations.

(b) If the Academy inadvertently administers an initial or summative assessment to a student who is not eligible for the assessment as set forth in the Title 5 Regulations, the student's classification will remain unchanged regardless of the assessment results, and the Academy will not maintain any such results as a student record, including in CALPADS.

A student with a disability who is unable to participate in the initial or summative assessment, or a section of either test with resources, shall be locally administered an alternate assessment(s) for English language proficiency, as specified in the student's Individualized Education Program ("IEP") or Section 504 plan.

Paths to Reclassification, Reclassification Criteria and Reclassification Cycle

The Academy realizes the importance of monitoring and supporting students' English language development over time and ensuring that students are prepared to reclassify as students who are fluent in English. For this reason, the Academy implements a systematic process for monitoring and evaluating ELs and their progress towards meeting the criteria for reclassification. The State Board of Education has established guidelines to use in reclassifying students from EL to fluent English proficient. The Academy's reclassification criteria will reflect the same criteria set forth by the state.

To be reclassified as fluent English proficient, students must meet the following criteria:

- Summative ELPAC score: 4 overall on the most recent administration year
- Grade C or Higher in ELA
- Met at least one of the following:
 - SBAC Summative score: Met or Exceeded
 - NWEA MAP Reading score: 26th Percentile or above
- Teacher Evaluation
- Parent/guardian consultation, opinion, and approval following notice to the parent/guardian of the language reclassification and placement process

**Students who are eligible to take the Summative Alternate ELPAC and score an Overall Proficiency Level (“PL”) 3 are eligible to be considered for reclassification.*

In accordance with California’s standardized Criterion 1, in order to be eligible for reclassification, all students, including dually identified students, who take the Summative ELPAC must score at Overall PL of 4. Under the very rare circumstances when a student’s disability precludes assessment in one or more domains of the Summative ELPAC, the student may be reclassified with an Overall PL of 4 on the remaining domains in which the student is able to be appropriately assessed.

Dually identified students who take the Summative Alternate ELPAC must score an Overall PL of 3 to be eligible for reclassification.

Academy school leaders review student data during the school year to determine which students are eligible to meet the reclassification criteria. The cycle below highlights the annual process for reclassifying students.

Teachers complete a quarterly monitoring form in Ellevation in which students are monitored based on their Receptive Skills (Listening and Reading) and their Expressive Skills (Speaking and Writing).

Teachers, administrators, and the EL Coordinator look closely at RFEP students’ progress in class and on standardized testing measures to ensure they do not fall behind their peers. According to requirements outlined under the Every Student Succeeds Act (“ESSA”), schools must monitor students for four years after re-designation (ESSA, 20 U.S.C.A. Section 6841(a)(5)). This is why many recently reclassified students will receive ELD instruction to continue to support their academic English skills.

English Language Development

The Academy’s instructional programs for ELs are to ensure college, career and community readiness. Our goal is to deliver programs that teach ELs to understand and use academic English proficiently and effectively while upholding high quality education which provides opportunities to achieve their full academic potential. We recognize the assets our students bring and aim to capitalize on those strengths in order to build upon their language skills. The goal is to cultivate ELs’ language skills and also ensure they meet the high academic expectations that are held for all students so that they can use their biliterate/multiliterate skills to thrive and lead in a multilingual state and beyond.

The Academy’s instructional programs for ELs are:

- Aligned with the rigor of the Common Core State Standards, Next Generation Science Standards, California ELD Standards and California ELA/ELD Framework;
- Designed to address the needs of each EL subgroup;

- Strongly supported and resourced at the site, network and central office level; and
- Effectively monitored.

Using English language purposefully permeates all three parts of the California ELD Standards. Meaningful language interactions are essential as ELs develop content knowledge across disciplines.

Designated ELD is a protected time during the regular school day when teachers use the California ELD Standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

Integrated ELD refers to language development throughout the day and across all subject areas. The focus is on accessing and learning content standards. During Integrated ELD, teachers use the content standards as the primary standards used for instruction. ELD standards are used in tandem to meet the language demands of ELs in all content area instruction.

At the heart of both the California ELD Standards and the California ELA/ELD Framework is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in. The concepts of Integrated ELD and Designated ELD are used throughout the CA ELD and ELD Framework to support this goal of linking ELD with meaningful and engaging learning.

To deliver quality Designated and Integrated ELD to all ELs, the Academy provides daily Designated ELD that:

- Is targeted at EL proficiency levels with groupings of no more than two proficiency levels;
- Is aligned to the California ELD Standards;
- Focuses on communicative purposes, not discrete grammar instruction;
- Addresses speaking, listening, reading, and writing;
- Is embedded on or explicitly connected to grade-level content or topics;
- Emphasizes a focus on language to help students understand “how English works” in meaningful contexts;
- Includes development of academic vocabulary;
- Requires students to spend at least 50% of instructional time producing oral and written language;
- At the secondary level:
 - Includes at least one period of Designated ELD per school day as long as the student is an EL.
 - Is part of a comprehensive Designated ELD course that includes intentional language development.

The Academy’s Integrated ELD program is woven across content areas in which students engage with texts or tasks that are aligned to grade-level standards and require critical thinking and/or application. Additionally, the Academy’s Integrated ELD includes clear articulation, instruction,

and assessment of content/language objectives. Students must effectively access language resources and other scaffolds to support their understanding. The Academy's Integrated ELD programs prompt students to develop and use language to explain ideas, express understanding and negotiate meaning while teachers intentionally develop students' academic language and literacies specific to each discipline (language of math, science, history, etc.). Additionally, the Academy's ELD programs highlight the importance of ample oral discourse and opportunities for written production of language to ensure students are given meaningful and rich expressive opportunities for language development.

Gifted and Talented Students and Students Achieving Above Grade Level

The Academy will support all students towards higher levels of academic proficiency, including students performing above grade level. As with all subgroups, the Academy will address the unique learning needs of all students by promoting high levels of critical thinking, inquiry, and discourse.¹¹ The Academy provides equitable access to courses, develops talents in all children, provides advanced-level enrichment experiences for all students, and ensures follow-up opportunities based on students' strengths and interests.

All students will be provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs. Teachers consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They will use this information to create learning activities that target the needs of all students, scaffolding appropriately for slower learners and enriching the lesson with additional learning activities for gifted and talented students.

Students Achieving Below Grade Level

The framework for how the Academy will approach students who are not meeting grade level expectations is addressed through a Multi-Tiered System of Support ("MTSS").

Tier 1 support occurs at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement adaptations or use other instructional strategies to help meet students' needs.

If classroom instruction and scaffolding prove insufficient to address the needs of a student, the student is referred for supplemental (Tier 2) intervention during or outside of core instruction. Students are referred to the MTSS process when they meet a certain criteria indicating they need support. The MTSS team, which is comprised of administrators, counselors, social workers, and other staff members, reviews the needs of the student and identifies appropriate supports. This may be small group instruction, reading intervention, or an additional intervention course. Students who aren't making sufficient progress at this level may be referred to the Student

¹¹ Renzulli, J. S. (1977). *The enrichment triad model: A guide for developing defensible programs for the gifted*. Mansfield Ceter, CT: Creative Learning Press.

Success Team (“SST”) process. The SST is called to problem solve the needs of the student, specifically by identifying the root cause of the problem and discussing the type of interventions that may benefit the student. The SST, comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, meet to develop a plan for the student’s progress. The SST may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. An action plan may include adaptations and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. Any student recommended for academic intervention is assessed and strategically placed in a supplemental support class according to his/her identified needs (Spanish Language, English Language, Math, etc.). Students are given pre- and post-assessments to measure growth throughout the intervention cycle. In an effort to promote a consistent transfer between skills learned in the classroom and those learned in intervention (and vice versa), the Academy largely bases the curricula for the intervention program on that of the core curricula used school-wide.

Students who make adequate growth are no longer required to attend supplemental intervention. Follow-up meetings are scheduled 4-6 weeks after the start of an intervention to review parent and teacher feedback to determine if progress is being made on the SST plan. The SST plan outlines actions, timeline, multiple checkpoints and responsible parties to inform the team on how to proceed in further aiding a student who is not making progress in a designated intervention. Parents are asked to provide insight into how their child is doing at home, classroom teachers provide knowledge about how students are progressing on grade level standards, and intervention class teachers provide data to show students’ progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SST, follow-up meetings may be held to consider other modifications.

If the SST determines that a student should be pre-screened for a possible learning disability, then the SST team would begin with a meeting where all information regarding interventions and outcomes were reviewed with the parent/guardian and written consent is sought to evaluate if there is concern that the student may have a suspected disability and may be eligible for special education and related services under the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or qualify under Section 504 of the Rehabilitation Act of 1973 (“Section 504”). The SST team may make a referral for an assessment at any time it believes such a referral is warranted, regardless of whether the student has completed Tiers 1 and 2. For information about specialized academic instruction and supports, please see the special education section below.

Students with Disabilities

All children will have access to the Academy and no student will be denied admission due to disability. The Academy shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

The Academy further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process procedures. The Academy will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a), (b), and (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) and (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). These procedures include a description of how the Academy will respond to complaints and how Kern County (the "County") will be notified of complaints and subsequent investigations. The Academy will ensure that no student otherwise eligible to enroll in the Academy will be denied enrollment due to a disability or to the Academy's inability to provide necessary services. Policies and procedures will be in place to ensure the recruitment, enrollment and retention of students with disabilities.

Special Education Services

The Academy participates as an independent local educational agency ("LEA") member of the Kern County Consortium Special Education Local Plan Area ("SELPA") pursuant to Education Code Section 47641(a) for purposes of compliance with federal law and for eligibility for federal and state special education funds. By participating in the SELPA as its own LEA, the Academy is solely responsible for the provision of special education and related services. The Academy shall comply with the policies, procedures, and requirements of the SELPA as they apply to all of its participating LEA members in the administration of the special education program. The Academy shall retain the discretion to participate in a different SELPA as an independent LEA and will provide appropriate advance notice to the County, the SELPA, and the California Department of Education ("CDE") should such change in membership occur. A change in SELPA membership shall not require a material revision of this charter.

The Academy shall receive funding directly from the SELPA in accordance with the allocation plan approved by the SELPA. The Academy understands and agrees that special education funding shall only be used to support special education services and that any costs beyond SELPA funding are the sole responsibility of the Academy.

The Academy will be responsible for complying with all state and federal requirements regarding notification to a student's school district of residence and the County when a student enrolls in the Academy, becomes eligible for special education, becomes ineligible for special education, and/or leaves the Academy.

Child Find Obligations and Referral for Assessment

The Academy shall have the obligation to identify, work cooperatively to locate, and refer Academy students who have or are suspected of having a disability and require special education and related services. A student shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

As detailed above, the Academy will implement an SST process to monitor and guide educational services prior to application of Section 504 and special education services. If Academy staff finds that an intervention plan, developed and implemented within the SST process, is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. The Academy staff may also choose to refer a student for services through the provisions of a Section 504 plan, if appropriate. Parents/guardians will be informed that special education and related services are provided at no cost to them.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having a disability and require special education and related services.

- 1. Referral Response (15 Days):** The Academy's internal method for referral for assessment will be a Student Study Team. The parent of any student suspected of having a disability and requiring special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Academy within 15 days.
- 2. Prior Written Notice (15 Days):** If the Academy concludes that an assessment is not appropriate, the parent will receive a prior written notice explaining the Academy's decision, how that decision was determined, alternatives that were considered, and information about procedural safeguards.
- 3. Assessment Plan (15 Days):** If the Academy concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days, excluding school breaks longer than five school days. A Referral for Evaluation Form providing prior written notice that the Academy is performing the assessment and the reason(s) why will accompany the Assessment Plan, unless such information is already included in the Assessment Plan.
- 4. Parent Consent (15 Days):** The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission.
- 5. IEP Meeting (60 Days):** The assessment will be completed and an IEP meeting held within 60 days (excluding school breaks longer than five school days) of receipt of the parent's written consent for assessment.

Assessment Process

The Superintendent is responsible for gathering all pertinent information and sharing such information (where applicable according to SELPA policies). Information gathered is used as a tool to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language,

and an interpreter will be provided, if needed. The process for determining eligibility for special education and related services will include, but is not limited to:

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

Unless conflicting with the SELPA policies and procedures, the Academy will assess students according to the following guidelines. If such a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the Academy to administer the assessment.
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment (excluding school breaks longer than five school days).
- The student must be evaluated in all areas related to his/her suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments. Individually-administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments are delivered in the student's primary language, and a qualified interpreter is provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments are adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team is assembled to assess the student, including a teacher who is familiar with the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The Academy is

responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Interim and Initial Placements of New Academy Students

1. Within California, outside SELPA: In accordance with Education Code Section 56325(a)(1), for students who enroll in the Academy from another school district within the State, but outside of the SELPA, with a current IEP within the same academic year, the Academy shall provide the pupil with a free appropriate public education (“FAPE”), including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Academy shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

Development and Implementation of IEP

The Academy understands that decisions regarding eligibility, goals and objectives, program, placement, services and exit from special education shall be the decision of the IEP team. Special education programs, placements and services shall be in accordance with applicable state and federal special education law, and the policies and procedures of the SELPA.

The Academy will convene an IEP team meeting for every student who is assessed by the Academy to review the assessment results and make an eligibility determination for special education services, such as for autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, established medical disability, and other disabilities which may be mandated.

Students at the Academy who have IEPs will be served in the least restrictive environment (“LRE”). This means that a student who has a disability must have the opportunity to be educated with non-disabled peers, to the maximum extent appropriate. The student should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student will be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Should a child with a disability require a more restrictive setting, the full continuum of placement options shall be considered by the IEP team.

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

- The parent or guardian of the student for whom the IEP was developed, or another individual with educational decision-making authority on behalf of the student;
- The student, if appropriate;
- The Superintendent, or a designated representative of the Academy;
- At least one special education teacher of the student or, for students who are only receiving speech services, a credentialed related service provider;
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- Related service providers, if appropriate; and
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the instructional implications of the assessment results.

Others familiar with the student may be invited as needed. The Academy views the parents and guardians as a key stakeholder in these meetings and will make every effort to accommodate parents’ and guardians’ schedules and needs so that they will be able to meaningfully participate on the IEP team.

The Academy will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Academy will ensure his/her participation using other methods, such as phone or video conferencing or meeting at the parent’s home.

A student’s IEP must provide for a FAPE, which is an educational program that is individualized to the specific child, designed to meet that child’s unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and is reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances. A copy of the IEP will be given to the parent/guardian in accordance with state laws and SELPA policies. Upon the parent/guardian’s written consent, the IEP will be implemented by the Academy in cooperation with the SELPA in which the Academy is a member.

The IEP will include all required components and will be written on SELPA forms. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and, where needed, the reasons the student did not meet the goal. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- Measurable annual goals and short-term objectives (if warranted) focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- A statement of the special education and related services and supplementary aids and services to be provided to the student, and a statement of the program modifications or supports for school personnel that will be provided;
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and activities;
- Accommodations necessary to measure the academic achievement and functional performance of the student on state and school assessments, as well as a description of when services and modifications will begin, the frequency and duration of the services and modifications, who will provide them, and where they will be delivered; and
- Transition goals and services for students 16 and older.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);

- When a transition plan is required at the appropriate age; and
- When the Academy seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

Once a Year and Every 3 Years

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

Request for IEP Meetings

If a parent or faculty member feels the student's educational needs are not being met, they may request a review of the IEP by the IEP team at any time during the year via written notice to the Academy. Once the request is received, the Academy will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

Quarterly Parent Notice, Goals and Objectives

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

Prior Written Notice

Whenever the Academy proposes to initiate, or refuses to initiate or change, the identification, evaluation, or educational placement of an Academy student, the Academy will provide the parent/guardian with prior written notice of such action in accordance with the requirements of Title 34 of the California Code of Regulations, section 300.503.

Reporting

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Director of Special Education. The Director of Special Education will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director of Special Education will oversee access to these records, and will be responsible for ensuring that

all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

The Director of Special Education will ensure the following procedural safeguards and procedures are followed:

- 1. Procedural Safeguards:** Parents/guardians of students with IEPs at the Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.
- 2. Notice of Procedural Safeguards:** The Academy will provide the parent with a written Notice of Procedural Safeguards at least once per year, which will include information on the procedure to initiate both the formal and informal dispute resolution process. The Academy will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member. This notice is also provided at the initial referral, upon requests for assessments, when due process is initiated, in accordance with discipline procedures, at each IEP meeting, and upon parental request.

Dispute Resolution, Complaint Procedures, and Due Process

As its own LEA, the Academy shall be responsible for all complaints and due process actions related to students enrolled in the Academy. The Academy reserves the right to make its own arrangements for legal representation in and resolution of legal disputes pertaining to special education.

The Academy may initiate a due process hearing or request for mediation with respect to a student enrolled in the Academy if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Academy shall defend the case.

In the event that a due process hearing request is filed against the Kern County Superintendent of Schools ("County Superintendent") or the Kern County Board of Education related to the provision of special education and related services to an Academy student, the Academy shall fully indemnify, hold harmless and pay for all costs associated, including attorney's fees, costs, and fees for legal representation, settlement costs and damages. The County Superintendent and the Academy will work together to select legal representation and decide on case management.

Parents/guardians have the right to file a complaint with the Academy, the Office of Administrative Hearings ("OAH"), or the California Department of Education if they believe that the Academy has violated federal or state laws or regulations governing special education.

In the event the Academy expels a special education student, or a student who is subsequently determined to be eligible for special education, the Academy shall be solely responsible for providing and/or the cost of providing special education services for the former student to the extent required by federal law. The Academy shall also be solely responsible for any litigation resulting from or related to such expulsion.

The Academy agrees to fully comply with any lawful requests for information made by the County with regard to special education services and individual students. The Academy shall be responsible for obtaining the cumulative files, prior and/or current IEP and other special education information on any student enrolling in the Academy, and shall provide copies of any required documentation to any requesting school district if an Academy student leaves the Academy and enrolls in the requesting school district. The Academy will also be responsible for complying with all state and federal requirements regarding notification to a student's district of residence, such as when a student is expelled or leaves the Academy without graduating the school year for any reason.

Special Education Strategies for Instruction and Services

As its own LEA, the Academy will be responsible for providing special education services, and is committed to assuring that every IEP is properly implemented and all students requiring services are appropriately cared for. The Academy will comply with the federal mandate of the LRE, meaning that the Academy will educate special education students along with their typically developing peers, to the maximum extent appropriate. Each student's IEP is individualized; therefore, the educational strategies of the IEP will be built around the student's needs and how these fit within the general education program of the Academy, unless the student requires a more restrictive educational placement following the IEP team's consideration of the full continuum of placement options. Qualified personnel will deliver the specialized academic instruction and related services outlined in each student's IEP. The Academy will provide transportation for a student who requires special education services at a site other than the Academy or as otherwise specified in the student's IEP.

The general education teachers will be assisted by special education teachers and other special education professionals in developing an understanding of the particular and specific needs of their special education students. Specific instructional materials and programs will be developed as appropriate for the special education needs of the specific children in the program.

Staffing

The Academy is committed to ensuring all IEPs are properly implemented and all students receive their required services. All special education and related services shall be provided by qualified personnel who meet state certification, licensing, registration, or other applicable requirements.

The Academy's special education team consists of: the Director of Special Education, the Special Education Coordinator, the Special Education Compliance Coordinator, school psychologists, speech language pathologists, special education teachers, instructional aides, and other contracted providers, as required. These team members serve as the primary Academy representatives tasked with ensuring that all aspects of a student's IEP or 504 plan are properly implemented. All teaching staff at the Academy also support proper implementation of all IEPs and 504 plans.

The Director of Special Education and the special education staff will have joint responsibility for the following (with the Superintendent having ultimate responsibility):

- Ensure that all aspects of the IEP are followed;
- Arrange for the teachers of students with IEPs to attend the team meetings;
- Communicate with parents/guardians about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Perform a quarterly review to ensure that the objectives and goals of students with IEPs are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications and Smarter Balanced Consortium ("SBAC") accommodations as stipulated in the IEP and allowed by current California law;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress to the Academy Board of Directors ("Board" or "Board of Directors") on the same schedule as students in general education.

In addition to the Academy's special education staff, the Academy will also seek access to related services from the SELPA for special education students enrolled in the Academy in the same manner as they are provided to students in other public schools within the SELPA. The Academy will also contract with service providers outside of the SELPA when appropriate and shall be responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve students with disabilities enrolled in the Academy.

Professional Development for Academy Staff

The Director of Special Education, regular and special education teaching staff, as well as other appropriate faculty and staff members, will attend professional development and/or training

meetings necessary to comply with state and federal special education laws, including those sponsored by the SELPA.

The Academy also accesses professional development opportunities for its staff through trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

The Academy shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990, as amended (“ADA”). All school facilities shall be accessible for all students with disabilities in accordance with the ADA.

The Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Academy. Any student, who has a physical or mental impairment which substantially limits one or more major life activities, including, but not limited to, learning; has a record of such impairment, or is regarded as having such an impairment, is eligible for accommodations by the Academy.

A 504 team will be assembled by the Superintendent and shall include:

- the parent/guardian;
- the student (where appropriate);
- the student’s general education teacher; and
- other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and accommodations.

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

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

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

The final determination of whether the student is eligible under Section 504 will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to be eligible under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a FAPE. In developing the 504 plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Academy's professional staff and any assessment submitted for consideration by the parent/guardian.

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

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

Socio-Economically Disadvantaged/Low Income Students

The Academy has consistently had a free and reduced lunch rate above 70%, which is representative of the general student population within the communities the Academy serves. Given that the vast majority of the Academy's student population qualifies for free and reduced lunch, many of the same universal interventions and strategies used for EL students are employed schoolwide. In addition to a student-centered, data-driven and wellness-focused approach to educating the whole child, the Academy has developed a framework targeted to support socio-economically disadvantaged students and families.

A core component of this framework is the Academy's continuum of care, which includes wrap-around services for students and household family members who require medical treatment or mental health support. The Academy's comprehensive care culture aims to provide effective and accessible health services to our students and families, and to increase the potential of students to achieve personal and academic goals through better health. Through the Academy's partnership with Wonderful Health and Wellness, the Academy is able to provide certain free medical care and family resource services for students and their household families members at the Wonderful Family Wellness Center. These services include vaccinations, eyeglasses, medications, mental health support and other services.

This framework also includes three free made-from-scratch meals per day, free home to school transportation with Wi-Fi access, increased access to school counselors and social workers and targeted outreach to families. Additionally, through the generous partnership with The Wonderful Company, all Academy students residing within the community of Lost Hills have access to free Wi-Fi at home to support learning outside of the classroom.

The Academy teachers and student support services staff are trained on strategies and best practices for working with students who are considered socioeconomically disadvantaged. The Academy focuses on building relationships with students utilizing a case management approach to foster consistency and stability for students at school. Our growing focus on social and emotional learning is centered on ensuring all students receive the support they need to be successful at school, regardless of what may be occurring in their lives outside of school.

The progress of socioeconomically disadvantaged students is tracked alongside the Academy's general performance monitoring of all students.

Free Application for Federal Student Aid (FAFSA) and California Dream Act Application Information For Students Entering Twelfth Grade

The Academy ensures that each of its students receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or California Dream Act application, as appropriate, at least once before the student enters twelfth grade, consistent with the requirements of Education Code Section 51225.8. This information may be made available through in-class instruction, an existing program, family information sessions, or group/individual sessions with school counselors. The information includes at least the items listed in Education Code Section 51225.8(a)(1)-(5).

Element 2: Measurable Student Outcomes

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

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

The Academy will meet all statewide standards and conduct the student assessments as required by Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to students in non-charter public schools, in accordance with Education Code Section 47605(d)(1). The Academy will comply with all federal assessment and accountability requirements of the ESSA.

As required by California law, the Academy will meet all statewide standards and conduct the state pupil assessments required pursuant to Education Code Section 60602.5, including the CAASPP and other mandated state assessments. The Academy will administer tests that are required by grade level, including the CAASPP, the California Science Test ("CAST"), the ELPAC, and the California Physical Fitness Test ("PFT"). These tests results will be one of multiple assessment methods used to document and monitor student performance.

The annual actions for the Academy listed below are aligned with the Academy's LCAP goals and metrics. Pursuant to Education Code Section 47605(c)(5)(A)(ii), Table 12 describes the Academy's annual actions to be achieved related to the state's required school-wide priorities for all students and significant subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. The measurable goals and objectives of the Academy include the school's annual goals in each of the eight state priority areas. The actions include a description of required data and how we will measure success in each of the eight areas using state indicators where available.

Table 12: Annual Schoolwide Actions by State Priority Areas

STATE PRIORITY #1: BASIC (CONDITIONS OF LEARNING)			
RATE OF TEACHER ASSIGNMENT			
Annual Actions (Schoolwide and subgroup)*	Metric(s) for Measurement	Projected growth or target by school year	Data Source
<i>Employ highly-qualified, equity-oriented educators that support the educational program.</i>	% teachers – fully credentialed & appropriately assigned	Greater than 85% compliance annually	CDE Teaching Assignment and Monitoring Outcomes (TAMO)
STATE PRIORITY #1: BASIC (CONDITIONS OF LEARNING)			
STUDENT ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS			
<i>Provide all students with access to high-quality standards-based core curricular program, instructional materials and technology to support teaching and learning.</i>	% students with access to standards-aligned materials.	100% compliance	Textbook Inventory/classroom observations
STATE PRIORITY #1: BASIC (CONDITIONS OF LEARNING)			
FACILITIES IN GOOD REPAIR			
<i>Maintain state-of-the-art school facilities.</i>	Facility Inspection Tool (FIT) Report Score	Maintain Exemplary Status	School Accountability Report Card (SARC)
STATE PRIORITY #2: STATE STANDARDS (CONDITIONS OF LEARNING)			
IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY THE STATE BOARD FOR ALL PUPILS			
<i>Solid implementation of State Academic Standards and frameworks using sustained research-based professional learning.</i>	Implementation of the State Academic Standards: measured by the purchase of curriculum & percentage of teachers participating in content specific professional development	Maintain level 4 (Full Implementation) or higher	CDE Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard
STATE PRIORITY #3: PARENTAL INVOLVEMENT (ENGAGEMENT)			
SEEK PARENT INPUT IN DECISION-MAKING			
<i>Ensure parent input in decision-making especially for families of unduplicated pupils and Students with Disabilities (SWD).</i>	Parent input in decision-making for unduplicated pupils and Students with Disabilities (SWD)	Maintain level 4 (Full Implementation) or higher	CDE Priority 3 Self Reflection Tool – Local Indicator CA School Dashboard
STATE PRIORITY #3: PARENTAL INVOLVEMENT (ENGAGEMENT)			
PROMOTION OF PARENT PARTICIPATION IN PROGRAMS			
<i>Provide opportunities to support parent engagement & empowerment especially for families of unduplicated pupils and Students with Disabilities (SWD).</i>	Parent participation in programs for unduplicated pupils and Students with Disabilities (SWD)	Maintain level 4 (Full Implementation) or higher	CDE Priority 3 Self Reflection Tool – Local Indicator CA School Dashboard

STATE PRIORITY #4: PUPIL ACHIEVEMENT (PUPIL OUTCOMES)			
PERFORMANCE ON STANDARDIZED TESTS			
<i>Monitor student progress through ongoing assessments of learning and provide tiered targeted interventions to decrease distance from standard (DFS) rates in ELA and Math on CASSPP for All Students and significant subgroup populations, including English Learners (EL) and Students with Disabilities (SWD).</i>	CAASPP ELA and Math Assessment: distance from standard (DFS) by student groups: <ul style="list-style-type: none"> All Students Hispanic English Learners (EL) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) 	Maintain a yellow status or higher on the CA School Dashboard and decrease distance from standard (DFS) rates by 10% in ELA and Math for All Students and significant subgroup populations	California Assessment of Student Performance and Progress (CASSPP)
STATE PRIORITY #4: PUPIL ACHIEVEMENT (PUPIL OUTCOMES)			
PUPILS THAT ARE COLLEGE AND CAREER READY			
<i>Promote a college-going culture to ensure students are college and career ready.</i>	% students college ready measured by Math and ELA Early Assessment Program (EAP)	2% annual increase in Level 4 College Readiness in Math and ELA 2% annual increase in Level 3 College Readiness in Math and ELA	California Assessment of Student Performance and Progress (CASSPP)
STATE PRIORITY #4: PUPIL ACHIEVEMENT (PUPIL OUTCOMES)			
SHARE OF ENGLISH LEARNERS THAT BECOME PROFICIENT			
<i>Provide services to support Long-Term English Learners (LTEL) through language acquisition.</i>	% EL pupils who made progress towards English Language Proficiency	2% annual increase in proficiency	English Learner Progress Indicator – CA School Dashboard
STATE PRIORITY #4: PUPIL ACHIEVEMENT (PUPIL OUTCOMES)			
ENGLISH LEARNER LEVEL GROWTH			
<i>Provide services to support emergent bilingual students through language acquisition and increase English Learner (EL) proficiency.</i>	% students English Language Proficiency for Summative ELPAC	2% annual increase in proficiency	English Language Proficiency Assessments for California (ELPAC)
STATE PRIORITY #4: PUPIL ACHIEVEMENT (PUPIL OUTCOMES)			
ENGLISH LEARNER RECLASSIFICATION RATE			
<i>Increase % of English Learners who reclassify as fully English proficient.</i>	% of students that reclassify to proficient (Reclassification Rate)	2% annual increase in reclassification rate	Dataquest English Learner Reclassification Rate
STATE PRIORITY #5: PUPIL ENGAGEMENT (ENGAGEMENT)			
SCHOOL ATTENDANCE RATE			
<i>Maintain or improve attendance rate.</i>	% of students attending school (Attendance Rate)	Greater than 94% annually	CALPADS
STATE PRIORITY #5: PUPIL ENGAGEMENT (ENGAGEMENT)			
CHRONIC ABSENTEEISM RATE			
<i>Reduce percentage of students who were absent for 10 percent or more of the instructional days they were enrolled.</i>	% chronically absent: <ul style="list-style-type: none"> Chronic Absenteeism Rates (K-8) Chronic Absenteeism Rates (K-12) 	Maintain a GREEN designation on the CA School Dashboard for Chronic Absenteeism	CA School Dashboard and Dataquest

STATE PRIORITY #5: PUPIL ENGAGEMENT (ENGAGEMENT) DROPOUT RATES [Middle and High Schools Only]			
<i>Maintain low dropout rates for middle and high school students.</i>	Middle School Dropout Rate: % High School Dropout Rate: %	Maintain dropout rates for middle school and high school at less than 1%	CALPADS
STATE PRIORITY #5: PUPIL ENGAGEMENT (ENGAGEMENT) GRADUATION RATE			
<i>Maintain high graduation rates for high school students.</i>	% of students that graduate	Maintain a graduation rate greater than 95%	CALPADS
STATE PRIORITY #6: SCHOOL CLIMATE (ENGAGEMENT) PUPIL SUSPENSION RATE			
<i>Decrease the % of students suspended from school each year by addressing social-emotional behavioral student needs through tiered interventions.</i>	% of students suspended by student subgroup: <ul style="list-style-type: none"> • All students • Hispanic • English Learner (EL) • Socioeconomically Disadvantaged (SED) • Students with Disabilities (SWD) 	Maintain pupil suspension rates at or below 5% of subgroup populations	Dataquest
STATE PRIORITY #6: SCHOOL CLIMATE (ENGAGEMENT) PUPIL EXPULSION RATE			
<i>Decrease the % of students expelled from school each year.</i>	% of pupils expelled by student subgroup: <ul style="list-style-type: none"> • All students • Hispanic • English Learner (EL) • Socioeconomically Disadvantaged (SED) • Students with Disabilities (SWD) 	Maintain pupil expulsion rates at or below 2% of subgroup populations	Dataquest
STATE PRIORITY #6: SCHOOL CLIMATE (ENGAGEMENT) PARENT AND TEACHERS SENSE OF SAFETY AND SCHOOL CONNECTEDNESS			
<i>Promote whole child development through an inclusive and supportive learning environment.</i>	% Sense of Safety (by student, parent, staff) % School connectedness (by student, parent, staff)	Maintain sense of safety and school connectedness greater than 80% for educational partners (students, parents, staff)	Other Local Measures: Student Survey; Parent Survey; Staff Survey
STATE PRIORITY #7: COURSE ACCESS (CONDITIONS OF LEARNING) BROAD COURSE OF STUDY			
<i>Provide a broad course of study by maintaining or increase access to the arts, physical fitness, health education, or other enrichment opportunity each year for all students.</i>	% students participating in elective courses or enrichment	100% enrollment for all students	CALPADS Master schedule

STATE PRIORITY #8: OTHER PUPIL OUTCOMES (PUPIL OUTCOMES)			
SCIENCE PROFICIENCY			
<i>Increase the % of students who are proficient in Science based on California Adopted State Standards.</i>	% of students proficient in CAST: <ul style="list-style-type: none"> • All students • Hispanic • English Learner (EL) • Socioeconomically Disadvantaged (SED) • Students with Disabilities (SWD) 	2% annual increase in CAST proficiency rate	California Science Test (CAST) – CAASSP
STATE PRIORITY #8: OTHER PUPIL OUTCOMES (PUPIL OUTCOMES)			
PHYSICAL FITNESS TEST PARTICIPATION			
<i>Maintain participation rate in the physical fitness test to ensure healthy habits.</i>	% students participating in all 5 Components of the Physical Fitness Test (PFT): <ul style="list-style-type: none"> • Grade 5 • Grade 7 • Grade 9 	Maintain 100% student participation rate	School Accountability Report Card (SARC)

The Academy will continue to annually analyze and refine details of student outcomes to address any changes to state or local standards and better serve our students.

Element 3: Methods of Measurement

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

In addition to the assessments described above in Element 2 for each of the measurable pupil outcomes, students attending the Academy will be assessed in each of the core academic skill areas by a range of valid and reliable methods, including, but not limited to, criterion referenced tests and assessments, homework, teacher observation, student project presentations, oral reports and standardized tests. The Academy will conduct mandated standardized student assessments as required by Education Code Section 47605(d)(1).

The Academy Board will annually review the effectiveness of the Academy's academic program as part of a general review of the school. The Chief Academic Officer and school site principals will present on academic updates including NWEA, Common Formative Assessments, ELPAC reclassification, and SBAC. Presentations of student data will not only focus on student proficiency, but overall student growth.

Student performance data will be reviewed annually by the Academy and disaggregated by student subgroups, such as ELs and students with disabilities.

Each Academy student will take benchmark assessments throughout each school year. The results of each assessment will be used to determine the progress of each student and to identify students needing additional support, or acceleration, and to inform and improve instruction.

CAASPP: On the schoolwide level, the Academy will participate in the state-mandated California Assessment of Student Performance and Progress ("CAASPP") as specified in Education Code Section 60602.5, and any other state-required assessments as applicable to charter schools.

CAST: The California Science Test ("CAST") is aligned with the Next Generation Science Standards and is administered in a manner consistent with state law.

ELPAC: EL progress in learning English will be assessed annually using the Summative ELPAC. The Initial ELPAC will be administered to students identified as ELs based on the Home Language Survey to identify the student's English language proficiency level.

Physical Education Assessment: Students will be assessed using the California Physical Fitness Test ("PFT"). Students will continue to be assessed until they pass.

NWEA: Every student at the beginning of the year will take the NWEA assessment to provide baseline data to be analyzed to support students early on. The second round will be conducted

in the winter, and the last assessment will take place in the spring for students not taking the SBAC.

Schoolwide-Based Assessment: Students will be assessed on standard mastery four times per year through Common Formative Assessments (“CFAs”) created centrally.

Classroom-Based Assessment: Students will be assessed both formally and informally by the classroom teacher. The formal assessments are subject to adaptation, addition, and change given student needs. Informal assessments include observations of students while working in groups, small group reading discussions, teacher-student conferencing, and oral presentations.

Teachers are responsible for structuring varied and valid assessment tasks and tests that will allow students to demonstrate achievement according to the objectives for each content area, such as, but not limited to:

- Open-ended, problem-solving activities
- Investigations
- Organized debates
- Hands-on experimentation
- Analysis and reflection
- End of unit exams

Data-Based Instruction

The Academy recognizes the importance of being a data-driven school. Meaningful, reliable data serves as a tool to measure student progress in an ongoing, authentic manner. This includes both standardized and local assessments that, when combined, provide multiple measures to support and advance academic student achievement.

The Academy will utilize benchmark assessments, at least quarterly, to track student progress on state standards. In core academic classes, students must demonstrate mastery of priority standards appropriate to the time of year, considered fundamental for each course and determined necessary for success in subsequent courses in order to qualify for a passing grade. Student progress in intervention classes will be regularly monitored through formative and summative assessments. Staff will continue to engage in training to effectively gather and interpret assessment data. They will also continue to engage in critical analysis of the data to develop action plans for the next data cycle that address individual and group needs.

The Academy has developed a comprehensive professional learning scope and sequence plan that provides teaching staff with multiple opportunities to review student data after assessments, including site-level professional development and centralized coaching from the Curriculum and Instruction Team throughout the school year. Data analysis will be integrated into professional development on standards-based instruction, enabling teachers to enhance their understanding of student needs and adjust their instructional designs accordingly. This

approach ensures that staff continuously rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Results from benchmark assessments and intervention assessments disaggregated by grade, content area, and subgroup will be reported school-wide and will play a major role in communicating school-wide progress to educational partners, including parents and guardians. More frequent feedback will also be given to parents and guardians on student progress during parent-teacher conferences and Individualized Learning Plan nights.

Two types of assessments will be administered, each serving a distinct purpose.

- **Formative assessments** are integrated into daily learning and help teachers and students identify what the students already know to plan the next stage of learning. Formative assessments and learning activities are directly linked, as neither can function effectively or purposefully without the other.
- **Summative assessments**, including the NWEA in K-11 and the DIBELS assessment in K-6, will be administered multiple times per year. These assessments provide students with opportunities to demonstrate grade-level performance in literacy and math (for NWEA). The goal is to give teachers a diagnostic point to gauge students' current understanding of grade-level mastery. This allows educators to determine next steps to close achievement gaps or accelerate learning where needed.

Plan for Collecting, Analyzing, Reporting and Using Data to Drive Student Achievement

The Academy currently uses a variety of data systems including Aeries and Panorama, which allow teachers to access student information attained from CAASPP, CAST, CAA, NWEA and ELPAC, as well as local assessment results collected over multiple years. In addition, the Academy will use a student information system to report student attendance and store student information.

The student data systems allow the Academy teachers to access, analyze, and use data effectively to improve student achievement. Faculty and administration use this information to identify student needs, assess progress, and discuss strategies to refine and modify instruction to meet student academic needs. Through MTSS discussions, teachers and administrators share strategies and best practices, determine interventions and supports, and/or initiate SST referrals.

Further data analysis takes place during regularly scheduled professional development time throughout the school year. Collaboration occurs within and across faculty teams to analyze formative and summative assessment results. The results are also used to address the need for differentiation in core classes, differentiated small group lessons, and/or further intervention outside of core classes. Data is also used to continuously monitor student progress and identify students who would benefit from accelerated learning opportunities.

Additionally, staff members collaborate on the development of student learning goals during scheduled data meetings, which occur at least quarterly. In these meetings, state and local assessment data and benchmark assessment scores in math, writing, and reading are discussed to determine each student's academic performance and establish appropriate goals. Teachers come together to examine student work samples to make recommendations, provide suggestions, and ensure consistency with expected results. Teachers also utilize work samples and informal observations to capture student engagement, proficiency, interest, and mastery of the learning objectives. Collectively, this information is used to drive the implementation of more effective instructional practices.

At the beginning of each school year, a Back to School Night is hosted to report the previous year's achievement data and the beginning of year screener data to parents and guardians. During the first weeks of school, teachers share the achievement data with the students, and each student meets with his or her teacher to set personal academic goals for the year. Teachers and students routinely review these goals during data discussions throughout the year to monitor progress and adjust the specific approach. Progress on goals is shared with parents during parent-teacher conferences throughout the year. The Academy monitors student growth through report cards, an online grading system, and teacher-parent communication. Additional meetings with parents will be scheduled as necessary to ensure student progress.

Student Report Cards

Report cards are administered four times per year at the end of each quarter. Parent conferences are held twice a year and as needed. The data from the report cards, benchmarks, and unit assessments is used at data discussion meetings to drive instruction in the classroom.

English Language Development

Although the ELPAC measures student progress in English language acquisition once a year, teachers supplement information from the ELPAC with ongoing English language assessments to plan instruction during the year. Teachers evaluate students based on their classroom observations and anecdotal records in the areas of Reading, Writing, and Listening and Speaking, which are the same areas evaluated by the ELPAC. The results of these evaluations are reported during the reclassification process, shared with parents during conferences, noted on Ellevation forms, and used to plan instruction that meets the needs of the different English levels.

SARC

The Academy shall comply with state mandated requirements applicable to charter schools regarding the School Accountability Report Card ("SARC") each year as part of the school's Annual Performance Report. On or before February 1, the Academy will post its SARC for the prior year on its website.

Kern Integrated Data System (KIDS)

Through the Kern Education Pledge, the Academy is one of forty-six charter schools and school districts in Kern County who work together as one system to ensure student success. The Kern Integrated Data System (“KIDS”) is a result of the commitment to sharing real-time student outcome data to assist all stakeholders in making informed decisions about what is best for students, teachers, and schools. The three main components that the Academy utilizes include:

Data Essentials

The Academy’s data is compiled from multiple sources across disparate domains visualized in one easy-to-understand system allowing the Academy the ability to analyze data down to the student level.

Early Warning System

The Academy is able to find relevant and timely data necessary for an impactful MTSS response. The Academy can quickly identify students who may be in need of extra support and analyze trends in the organization in order to more effectively anticipate and monitor interventions.

Student Success (High School only)

The Academy is able to monitor student progress toward graduation and college readiness by tracking diploma and A-G requirements. The Academy tracks post-secondary data to identify college persistence and completion rates.

Annual Oversight & Performance Reporting

The Academy will compile and provide the County Superintendent an annual update for the prior year that examines all state and federal required assessments and accountability rankings, which will include a series of California Education Code requirements organized by seven areas of operation: 1) General Requirements, 2) Fiscal and Business Operations, 3) Educational Program and Assessment, 4) Facilities and Operations, 5) Governance, 6) Human Resources, and 7) Student Services. The Academy will also provide annual verified student performance data by student subgroup and include the following:

- The Academy’s SARC.
- Summary data showing student progress toward the academic goals and outcomes specified Element 2. This data will be presented longitudinally.
- Progress on specific schoolwide goals identified for the prior school year and organization-wide goals for the upcoming school year.

- Progress on implementation of Academy's college and career model.
- Summary of teacher appraisal and growth.
- A summary of major organizational accomplishments and challenges.
- Current and projected financial budget reports of the Academy, demonstrating sustainability.
- Evidence of parent engagement and satisfaction.
- Summary of student recruitment, enrollment and attendance data, including update on waiting list.
- Summary of student discipline data, including suspensions and expulsions.

Results of the Annual Oversight Report and findings (if any) will be presented to the Academy Board and the Kern County Board of Education by October 1 of following school year.

Element 4: Governance Structure

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

Nonprofit Public Benefit Corporation

The Academy is a directly-funded independent charter school operated by Wonderful College Prep Academy, a California nonprofit public benefit corporation pursuant to California law, with 501(c)(3) status.

The Academy operates autonomously from the County, with the exception of supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Academy, operated by a California nonprofit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Academy as long as the County has complied with all oversight responsibilities required by law.

Board of Directors

The Academy is governed by a corporate Board of Directors in accordance with its adopted corporate bylaws, as amended, which are consistent with the terms of this charter. A copy of the Wonderful College Prep Academy's bylaws is attached as Appendix B.

The Board of Directors will have at least seven (7) members with expertise among its members in the areas of education, law, real estate/facilities, business/finance, and organization. The qualifications for the Board members generally include the ability to attend Board meetings, a willingness to actively support and promote Wonderful College Prep Academy, and a dedication to its charitable endeavors, consistent with this charter. The Board will consist of community representatives and other stakeholders. The Board composition will be determined in accordance with the corporate bylaws and consistent with this charter. If the County places a representative on the Board, the total number of Board members may be increased by one to maintain an odd number of Board members.

Each member of the Board shall be elected by a majority vote of the Board members then in office. The Board of Directors will be, at the very least, composed as follows:

1. A parent of an Academy student, a concept supported by Education Code Section 47605(c)(5)(D).
2. A member of the Lost Hills community who is prominently involved in civic or community affairs.
3. A parent of a Delano Academy student.

4. A member of the Delano community who is prominently involved in civic or community affairs.
5. A representative of the County, pursuant to Education Code Section 47604(c).
6. A director who meets the qualifications set forth in the corporate bylaws and this charter.
7. A director who meets the qualifications set forth in the corporate bylaws and this charter.

The names and relevant qualifications of the current members of the Academy's Board of Directors are available on the Academy's website, consistent with Education Code section 47605(h).

Board members shall hold office, unless otherwise removed from office in accordance with the corporate bylaws, for three years and until a successor Board member has been elected. The Academy will comply with Education Code section 47604.2 concerning the inclusion of a student member on the Board of Directors in response to a petition for student representation.

The Academy's Board of Directors has adopted a Conflict of Interest Code which complies with the Political Reform Act (Government Code Sections 87100 et seq.) and the Corporations Code Conflicts of Interest rules, as well as IRS requirements for nonprofit corporations. A copy of the Academy's Conflict of Interest Code is attached as Appendix C. The Academy will also comply with the California Public Records Act (Government Code Sections 7920 et seq.), Government Code Sections 1090 et seq., and the Ralph M. Brown Act (Government Code Sections 54950 et seq.), as set forth in Education Code Section 47604.1.

The Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities, with topics on effective board governance, including, at minimum, rules governing conflicts of interest, the Brown Act, and the Public Records Act.

The Academy posts meeting notices in advance of all Board meetings in accordance with the Brown Act. The Academy posts agendas, meeting times, and minutes prominently on its website. The Academy Board schedules regular meetings every month, and may schedule additional meetings as needed. All meetings shall be held in accordance with the applicable requirements set forth in Education Code Section 47604.1(c) and any applicable requirements for attendance via teleconferences, as permitted by law.

The Board holds ultimate responsibility for the operation of the Academy, its compliance with applicable laws and regulations, its financial soundness, and the execution of its mission. The Board focuses its work on:

- Upholding the mission and vision of the Academy.
- Providing strategic vision and performing long-range planning.
- Hiring and evaluating the Superintendent.
- Creating external or sub-committees as needed, including but not limited to, a nominating committee and an audit committee.

- Approving and monitoring the Academy's budget and the fiscal practices, including solicitation and receipt of grants and donations.
- Approving personnel policies, and all hiring and dismissal of the school's administrators.
- Approving and monitoring management of school liabilities, insurance, health, safety and risk-related matters.

The Board may initiate and carry out any program or activity that is not in conflict or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, shall discharge any duty imposed by law upon it, and may delegate to an employee of the corporation any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Superintendent

The Superintendent of the Academy oversees the strategic and operational plans of the Academy, and has overall day to day management responsibilities of the school. The Superintendent ensures the school operates in fulfillment of the mission as spelled out in the charter and in compliance with applicable laws and the bylaws. The Superintendent works with the Board and its committees to ensure the Academy makes sound strategic decisions. The Superintendent serves as a spokesperson for the Board to further the Academy's prominence within the local, state, and national educational and charter school communities.

The responsibilities of the Superintendent or his/her designee in relation to the Board may include, but are not limited to, the following:

- Serve as the direct contact with the County regarding school operations changes, progress, etc.
- Develop Board meeting agendas in conjunction with the Board Chair.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with school legal counsel and any outside consultants related to Board items.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedures and the complaint procedures when necessary.

- Propose and administer the approved budget in accordance with generally accepted accounting principles.
- Present a monthly financial report to the Board.
- Attend all Board meetings and attend County Board meetings as necessary, as the charter representative.
- Establish procedures designed to carry out Academy Board policies.
- Ensure timely performance evaluations of all Academy employees.
- Ensure student disciplinary matters are handled in accordance with Board policies and procedures.
- Ensures the Academy partners with families to work together on their child's path to college through formal and informal communication, trainings, and school events.

A copy of the Academy's organizational chart is attached as Appendix D.

Promoting Active and Effective Parent/Guardian Representation in Governance

The Academy ensures active and effective representation of parents and guardians in the governance of the Academy. The Academy strives to promote whole child development through an inclusive, positive, and supportive learning environment supported through robust family engagement and empowerment to ensure we meet the needs of all students. The Academy proactively seeks parent input in decision-making through the following committee structures:

- English Learner Advisory Council ("ELAC") and District English Learner Advisory Council ("DELAC") meetings
- Parent Advisory Committee ("PAC")

The Academy values its parents/guardians as partners in education and continuously seeks community feedback through school surveys, direct outreach, and community town halls to ensure the Academy is meeting all needs. The Academy provides all parents, including those of unduplicated pupils and students with disabilities, with opportunities to engage as partners in their child's education through Coffee with the Principal, parent workshops, Town Hall sessions, parent/family newsletters, messaging through ParentSquare, SchoolMint, and LiveSchool platforms. The Family & Community Engagement staff communicates with families, helps to organize and facilitate workshops, and ensures interpreter services are provided at family events and all documents and materials are available in English and Spanish for families and caregivers.

The Academy also hosts parent workshops and guest speakers on essential topics to engage parents in their child's education. Topics include, but are not limited to:

- Parent Workshops (Math Night/Literacy Night)
- Individualized Learning Plan Nights
- Orientations & Back to School Nights

Additionally, the Academy reserves Board of Directors seats for an Academy parent and a Delano Academy parent to ensure family engagement and representation is available at all levels of the organization. Parents/guardians provide input in shaping school policy and the school environment for the benefit of all students.

Element 5: Employee Qualifications

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

General Qualifications

The Academy will not discriminate or retaliate against any employee on the basis of affiliations, political or religious acts or opinions, race, color, gender (including sexual harassment), marital status, national origin, ancestry, physical disability, mental disability, actual or perceived sexual orientation, medical condition, sex, age, or any other characteristic protected by California or federal law. The Academy will not require any employee to work at the Academy. The Academy will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense. All employees must furnish or be able to provide:

- Medical clearance that shows proof of risk assessment or examination for tuberculosis (“TB”).
- Fingerprinting for a criminal background check. Applicants will be required to provide a full disclosure statement regarding any prior criminal record. Prior to the first day of work for every employee, the Academy will process all background checks through the Department of Justice and ensure appropriate clearance.
- Documents establishing legal status to work in the United States.

The Academy will obtain a fingerprint report for all Academy employees and other individuals as required by Education Code Section 45125.1. The Academy agrees to provide a list of employees in advance of the Annual Oversight Visit as requested by the authorizer. The Academy will certify that the individuals on the list have met required background checks and TB testing. In addition, the list will specify the credentials/certificates held by the individual (if any) and their assignment.

All employees must annually complete training on mandated reporting requirements under the Child Abuse and Neglect Reporting Act within the first six weeks of the school year. All new employees must complete this training within the first six weeks of employment.

Employees’ job duties and work basis are negotiated in individual contracts or agreements. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff and are available for review by the County at any time upon request. Qualifications for employment are outlined in the job descriptions, and such qualifications shall be sufficient to ensure the health and safety of the Academy’s students, faculty, and staff. Employee job descriptions will be reviewed and modified as necessary to meet the needs of the Academy and its students.

Hiring and Selection Process

All staff of the Academy are employees of the Academy. The Academy shall have sole responsibility for employment, management, dismissal and discipline of its employees. The Academy Board, or designee of the Board, will conduct the hiring process and selection of the Academy's Superintendent.

The Superintendent will conduct the hiring process and selection of the Academy's leadership team with the advice and consent of the Academy Board, or a designee of the Board.

For all other positions, including teachers, office personnel, student support, certificated and non-certificated staff, the school principals, in consultation with the advice and consent of the Academy's Superintendent, will conduct the hiring process and selection of candidates who wish to apply for employment at the school.

The Academy shall adhere to all requirements of the federal Elementary and Secondary Education Act ("ESEA"), as reauthorized by the ESSA, that are applicable to teachers and paraprofessional employees. The Academy shall ensure that all teachers meet state requirements for certificated employment applicable to charter schools, including Education Code Section 47605(l), as described in further detail below.

Individuals who wish to apply for a position will be required to submit a resume and an Academy employment application.

Depending on which position is being applied for, senior leadership and administration at the Academy will review all submissions and determine which candidates are best suited for the position and the Academy based on their qualifications. The appropriate individuals will then conduct interviews with the candidate(s) and notify each person of his or her status once a decision is made.

Candidates who are offered employment will receive written notice from the Academy.

The below descriptions include the responsibilities and desired minimum requirements for the Academy's leadership roles. The responsibilities and titles for these roles may change based on the Academy's needs.

Superintendent

The Board will select the Superintendent on an application and interview basis. Selection of leaders will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children and demonstrated ability in program design and/or development. The Superintendent oversees the Academy's leadership team and student achievement, as outlined in the Educational Program section of this petition.

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of academic program development
- A record of success in developing professional staff
- Experience in performance assessment

This individual must meet the following minimum requirements:

- Completion of an appropriate, relevant graduate degree and/or relevant professional experience.
- Minimum of 7 years of leadership experience, either at the school or district level, charter school experience preferred.
- Minimum of 5 years of teaching experience, preferably across multiple levels.
- Minimum of 2 years of principal (or equivalent management) experience.
- Experience in rural setting and/or serving high-risk populations.
- Graduate of a recognized college or university with a master's degree or higher.
- A valid California Administrative Services Credential preferred.

Responsibilities for the Superintendent include, but are not limited to:

- Create a shared vision for powerful teaching and learning that underscores high expectations.
- Ensure implementation of a Common Core State Standards-aligned curriculum designed to prepare graduates for success in college and career.
- Systematically use systems of formative and summative assessments to guide learning support, drive instructional growth, and meet achievement targets.
- Lead the development and execution of comprehensive early college and career pathways at the high school.
- Serve as liaison with federal and state officials with oversight over workforce training initiatives, career tech programs, and registered apprenticeships.
- Facilitate communication among all school stakeholders.
- Report to the Board of Directors as defined in Element 4 (“Governance”).
- Oversee the Academy’s leadership team and its effective implementation of organization-wide priorities.
- Hire and dismiss all Academy employees according to the mission, philosophy, and obligations defined in this charter petition, with Board approval and in accordance with Board policies and employment contracts.
- Implement the school’s annual budget, operations and compliance.
- Manage standardized testing.
- Implement site safety procedures in compliance with all applicable laws.

Principals

The Academy employs two principals, one for grades TK-6 and one for grades 7-12. The Principals lead instruction and operations within the program. They oversee all student, staff and family initiatives with a focus on school culture, academic achievement, health and wellness, intervention and enrichment, and college and career prep. Key responsibilities include:

- Reinforce a vision and culture for powerful teaching and learning that leads to college and career success.
- Design and execute innovative strategies to ensure a world-class Academy program and meet annual goals.
- Select, coach, manage, develop and retain high-performing, student-centered staff.
- Collect, organize, and facilitate data cycles that drive continuous improvement.
- Manage individual case management.
- Oversee site operations, including budget, regulatory compliance and reporting, aligning day-to-day operations with a laser-focus toward annual student goals.

Principals must meet the following minimum requirements:

- Minimum of 2 years experience as a middle and/or high school administrator.
- 3-5 years of teaching experience, preferably in upper elementary or middle school.
- Graduate of a recognized college or university with a master's level or higher degree.
- A valid California Administrative Services Credential preferred.

Teachers

Teachers will meet all requirements for employment in Education Code Section 47605(l). All teachers will hold a California Commission on Teacher Credentialing certificate, permit, or other document required under Education Code Section 47605(l) or other applicable law. The Academy will adhere to all requirements of the ESSA. Appropriate records of credentials held by Academy teachers and supporting documentation will be monitored and maintained by Academy administration. Credentials will be monitored annually in compliance with state and federal law. The Academy will maintain current copies of all teacher credentials and they will be readily available for inspection. The Academy may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as the governing board of a school district. Teachers employed by charter schools during the 2019-2020 school year shall have until July 1, 2025 to obtain the certificate required for the teacher's certificated assignment at the Academy.

In order to recruit and attract highly effective and qualified teachers, the Academy will advertise positions on websites such as EdJoin and other publications as well as leverage internal teacher training programs for intern and resident teachers.

The Principals are responsible for the selection of teachers, which will be based on their teaching experience, other work experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities.

Responsibilities for the teachers include, but are not limited to:

- Deliver rigorous instruction in the classroom.
- Plan long-term units and daily lessons aligned to CCSS.
- Integrate inquiry-based lessons in the classroom.
- Collaborate with grade level and subject level teams.
- Participate in all Academy staff development.
- Make frequent contact with parents and guardians.
- Maintain a classroom culture conducive to a college bound student population.
- Participate in the school community, including student activities and events.
- Execute the Academy's data system to accurately assess student progress and use that data to differentiate teaching and learning in a timely manner.
- Maintain regular, punctual attendance.

Director of Student Services

To meet the needs of all learners, the Director of Student Services provides vision, professional development and management of the student services components, which include social and emotional learning ("SEL"), character development, classroom management practices, programs and family connections to support the whole child. This role also works closely with the Chief Academic Officer ("CAO") to address issues of equity on an individualized and cohort basis.

Responsibilities of the Director of Student Services include, but are not limited to:

- Provide overall leadership and supervision of counseling and student support staff across the Academy.
- Collaborate with Principals, Assistant Principals, Deans and other staff on universal interventions for students such as peer mediation, restorative practices, conflict mediation, equity and culturally responsive practices, etc.
- Directly support and coach Assistant Principals and counselors in problem-solving around specific non-academic issues, including 504s and crisis response and compliance.
- Collaborate with the Director of Special Education to support students with disabilities.
- Provide overall management of mental health counseling programs.
- Organize and analyze data related to student support services across the Academy including, but not limited to, behavior referrals, attendance, suspension and expulsion data and academic data.

The Director of Student Services must meet the following minimum requirements:

- Elementary or secondary classroom teaching experience or school counseling and/or social work experience preferred.
- Minimum of two years of administrative or supervisory experience related to school support services.
- Graduate of a recognized college or university with a master's level or higher degree.
- A valid California teaching credential, counseling credential, or Pupil Personnel Services ("PPS") Credential.
- A valid California Administrative Services Credential preferred.

Director of Special Education

To meet the unique needs of our students, the Director of Special Education is responsible for directing the planning, organization, administration, and evaluation of all special education programs and related services affecting the TK-12 instructional program and aspects of student identification, assessment, placement, and due process.

Responsibilities of the Director of Special Education include, but are not limited to:

- Engages in strategic planning through collaboration with school administrators and staff, to facilitate the inclusion of special education in the site vision process.
- Provides leadership for development of schoolwide and department goals and objectives, policies, procedures, and program improvement for special education including design, implementation, and management of inclusion education programs.
- Provides ongoing consultation and guidance on the use of new and innovative methods, strategies, and materials which enhance the educational progress of special education students.
- Maintains relationships with regional, county, state, and federal agencies relative to special education.
- Provides a program of staff development for special education personnel.
- Serves as representative of special education on district councils and committees.

The Director of Special Education must meet the following minimum requirements:

- Five years of special education experience with a valid California teaching credential or Pupil Personnel Services ("PPS") Credential.
- Two years of administrative or supervisory experience preferred.
- Graduate of a recognized college or university with a master's level or higher degree.
- Bilingual Spanish speaker, preferred.

Chief Academic Officer

The Chief Academic Officer (“CAO”) will develop the short and long-term instructional vision for the Academy and will oversee the Principals to establish a culture of high expectations and shared responsibility for equitable access to high quality, rigorous curriculum, and instruction. This role will work directly with the Curriculum and Instruction teams to identify student, school and organizational needs and priorities, and work to ensure closer alignment of Academy resources within these identified needs. The CAO will oversee the academic leadership team with particular focus on special education and ELs and various student services to implement an instructional plan for the network that ensures effective teaching in every classroom and will create conditions that ensure systemic improvement of practice over time. This role will also ensure that student services and extended learning remain a key priority of the Academy’s commitment to its communities. The CAO will maintain strategic vision and direction for the Academy’s instructional framework and approach to teaching and learning.

The CAO must meet the following minimum requirements:

- Master’s degree and five years’ teaching experience, including three years’ experience as a principal at an elementary school.
- Minimum of 10 years of academic leadership experience, preferably across multiple levels.
- Experience working with ELs, with particular focus on migrant communities.
- Experience in an early college model or college preparation program (IB, etc.) preferred.
- A valid California teaching credential or a Certificate of Clearance from the California Commission on Teacher Credentialing, in lieu of an active credential on file.
- A valid California Administrative Services Credential preferred.

Chief Facilities Officer

The Chief Facilities Officer (“CFO”) is responsible for planning, coordinating, and supervising the Academy operations. This position is responsible for overseeing all operations for transportation, IT, facilities, and student support services. In addition, this individual is responsible for ensuring that this happens in such a way that enables the rest of the school to focus exclusively on student achievement and culture.

The CFO must meet the following minimum requirements:

- Bachelor’s or advanced degree and at least five years of experience in leadership positions with strong operational and performance outcomes.
- Strong leadership abilities including an encouraging, motivating presence to help with conflict management, team building, mentoring, and coaching, goal-setting, prioritization and strategic planning.

- Excellent organization and analytical skills; ability to implement programs, manage details, and work independently; ability to develop, revise, and implement procedures and systems; and ability to manage multiple projects and set priorities accordingly.

Chief Business Officer

The Chief Business Officer (“CBO”) will manage the annual budget across the Academy and Delano Academy, steward the school’s finances and supervise the overall business services of the Academy, including food service, fiscal services, human resources, and compliance. The CBO reports directly to the Superintendent and is a central part of the executive leadership team acting as a thought partner and key “systems designer” for cross-functional collaboration and problem-solving.

The CBO must meet the following minimum requirements:

- Bachelor’s or advanced degree and at least five years of experience in leadership positions with strong business background and employee performance outcomes.
- Strong leadership abilities including an encouraging, motivating presence to help with personnel management, leadership development, mentoring, and coaching, employee goal-setting, and fiscal planning.
- Excellent organization and analytical skills; ability to implement effective and measurable human resources initiatives, enhance fiscal practices and policies, and work independently; ability to develop, revise, and implement HR and business procedures and systems; and ability to manage multiple projects and set priorities accordingly.

Compensation and Benefits

All employees will earn paid legal holidays.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by the Academy.

To attract qualified teachers, teacher compensation will be competitive with the compensation provided by local school districts.

Element 6: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

The Academy is committed to providing and maintaining a healthy and safe work environment for all pupils and staff. The health and safety of Academy staff and pupils is a high priority for the Academy. The Academy will follow all required safety regulations including emergency policies and procedures. The policies and procedures are kept on file for review on an ongoing basis and all Academy staff shall be trained annually on the contents therein. A complete copy of the Academy's policies and procedures is available upon request at the Academy's main office. The following provides a list of the major health and safety policies of the Academy (which is not intended to be exhaustive):

Drug, Alcohol, and Tobacco Free Workplace

The Academy operates as a drug, alcohol, and tobacco free workplace.

Criminal Background Checks

Employees and contractors of the Academy are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employ must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Superintendent of the Academy shall monitor compliance with this policy and report to the Academy's Board of Directors. The Board Chair shall monitor the fingerprinting and background clearance of the Superintendent. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The Academy shall request and receive subsequent arrest notifications from the California Department of Justice.

Auxiliary Services

Academy staff conducts annual reviews to ensure all auxiliary services are safe (i.e., food services, transportation, custodial services, hazardous materials) and develops appropriate policies and awareness training.

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. The Academy relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on the Academy's premises, or in a product, facility, piece of equipment, process, or business practice for which the Academy is responsible, the employee will bring it to the attention of his or her supervisor or the Superintendent immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Superintendent regarding the problem.

Employees are encouraged to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis, the Academy shall update its policies and procedures governing workplace safety and health. All employees will familiarize themselves with the policies and procedures, as strict compliance is expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Child Abuse Reporting

All employees, including non-certificated and certificated staff, are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County. The Academy shall provide required training to all employees annually in accordance with Education Code Section 44691.

TB Risk Assessment and Examination

Faculty, staff, and volunteers who have frequent or prolonged contact with students will be assessed and examined, if necessary, for tuberculosis prior to commencing employment and working with students and, for employees, once every four years thereafter, as required by Education Code Section 49406.

CPR and First Aid

All instructional staff and administration shall be CPR and first aid certified.

Immunizations

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

Medication in School

The Academy will adhere to Education Code Sections 49423, 49414 and 49414.3 regarding the administration of medication in school and epinephrine auto-injectors, and training for staff members.

Vision, Hearing/Scoliosis

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

Suicide Prevention

The Academy has established a pupil suicide prevention policy which addresses procedures relating to suicide prevention, intervention, and postvention. The Academy's Board of Directors shall, at a minimum, review the policy every fifth year and update the policy, as appropriate. A copy of the policy is available in the Academy's administrative office and available for review upon request.

Student Services team members are trained in assessing suicidal and self-harm ideation and ensure that students receive appropriate interventions and support. The Academy encourages students to notify school personnel (school counselor, school psychologist, or principal) when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Statements regarding suicidal intent shall be taken seriously.

Parents are also encouraged to notify their child's principal or counselor in the event they either know or suspect their student is having thoughts of suicide or engaging in self-harming behaviors (i.e., cutting, scratching/pinching, burning themselves).

Diabetes

The Academy will make informational materials developed by the CDE regarding type 1 diabetes accessible to the parents/guardians of a student when the student is first enrolled in elementary school, consistent with Education Code Section 49452.6.

Blood Borne Pathogens

The Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace.

Menstrual Products

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products (Education Code Section 35292.6.).

Nutritionally-Adequate Free or Reduced-Price Meals

The Academy shall provide two meals free of charge, and with adequate time to eat, during each school day to all students without consideration of the student's eligibility for a federally-funded free or reduced-price meal. The meals provided under this paragraph shall be nutritionally-adequate meals that qualify for federal reimbursement. It is the Academy's practice to provide three meals a day to each student.

California Healthy Youth Act

The Academy shall ensure that all students in grades 7-12 receive comprehensive sexual health education and human immunodeficiency virus ("HIV") prevention education from instructors trained in the appropriate courses. Each student shall receive this instruction at least once in middle school and at least once in high school in accordance with the California Healthy Youth Act (Education Code Sections 51930 *et seq.*).

School Safety Plan

The Academy has adopted a school safety plan that addresses the safety topics listed in Education Code Section 32282(a)(2)(A)-(L) and procedures for conducting tactical responses to criminal incidents. The Academy will review and update the school safety plan by March 1 of every year in accordance with the requirements of Education Code Section 47605(c)(5)(F)(iii).

Procedures for Campus Visitors

No outsider shall enter or remain on Academy grounds during school hours without having registered with the Chief Facilities Officer or designee, except to proceed expeditiously to the office for the purpose of registering.

Facility Safety

The Academy shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Academy shall comply with the federal Americans with Disabilities Act (“ADA”) access requirements and other applicable fire, health and structural safety requirements. The Academy agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times. The Academy shall regularly conduct fire drills in accordance with Education Code Section 32001. The Academy will also comply with the applicable requirements of the Asbestos Hazard Emergency Response Act (“AHERA”), which requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan, as required.

Comprehensive Sexual Harassment Policies and Procedures

The Academy is committed to providing a school that is free from sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military or veteran status, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by state or federal law. The Academy has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Academy (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Academy’s discrimination and harassment policies.

Bullying Prevention

The Academy has adopted a policy for preventing acts of bullying, including cyberbullying, which is included in its Student and Family Handbook. The Academy shall annually make available the online training module developed by the California Department of Education pursuant to Education Code Section 32283.5(a) to certificated Academy employees and all other Academy employees who have regular interaction with children.

Access to Mental Health Services

The Academy will notify students and parents/guardians no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, in the manner consistent with Education Code Section 49428.

Student services team members are knowledgeable of the local provider network to make referrals and provide students and families access to self-refer.

Human Trafficking Prevention Resources

By January 1, 2020, the Academy will identify appropriate methods of informing parents/guardians of students in grades 6-12 of human trafficking prevention resources.

Interscholastic Athletic Program

If the Academy offers an interscholastic athletic program, it shall acquire at least one automatic external defibrillator ("AED") and shall ensure that such AED(s) is/are maintained and regularly tested according to the operation and maintenance guidelines set forth by the manufacturer, the American Heart Association, or the American Red Cross, and according to any applicable rules and regulations set forth by the FDA and other applicable state/federal authorities.

Title IX

The Academy will comply with the requirements of Education Code Section 221.61 addressing the rights of a student and the public, and the responsibilities of the Academy, under Title IX. To the extent applicable and in compliance with SB 1375, the Academy shall prominently and conspicuously post Title IX compliance information on the school's website.

Risk of Reading Difficulties

The Academy will comply with Education Code Section 53008 regarding assessing students in kindergarten and grades 1 and 2 for risk of reading difficulties using the screening instrument(s) adopted by the Academy's Board of Directors.

Cyberattack Reporting

The Academy shall report any cyberattack impacting 500 or more pupils or personnel to the California Cybersecurity Integration Center.

Child Access Prevention

The Academy shall notify parents/guardians annually at the beginning of the first semester/quarter of the regular school term of California's child access prevention laws relating to safe storage of firearms, which shall be based upon the most updated CDE model language pursuant to Education Code Sections 48986(c) and 49392(a).

Threat of Homicidal Act

If an official at the Academy observes any threat or perceived threat, as defined in Education Code Section 49390(e), that creates a reasonable suspicion that a student is preparing to commit a homicidal act related to school or a school activity, the official shall immediately report the threat or perceived threat to law enforcement and provide copies of any documentary or other evidence.

Element 7: Balance of Different Student Subgroups

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubric in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

The Academy strives to achieve a balance of racial and ethnic students, students with disabilities, migrant students, and ELs, including redesignated fluent English proficient students, that is reflective of the general population residing in the territorial jurisdiction of the District. The Academy implements a student recruitment strategy aimed at attracting a broad base of students, and provides services that serve a broad base of students.

The Academy implements a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process within the District.
- The development of promotional and informational material that appeals to all of the various student subgroups reflective of the general population residing in the territorial jurisdiction of the District.
- The development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in the District to reach prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, student subgroups reflective of the general population residing in the territorial jurisdiction and interest groups represented in the District.
- The distribution of promotional and informational materials to children whose families are engaged in the local agricultural industry, as inclusion of students with such background, exposure, and life experience is essential to the success of the Ag Prep program at the Academy.
- Partnering with the Kern County Superintendent of Schools Office of Migrant Education (“Migrant Office”) to coordinate outreach for prospective students of migrant families residing in the territorial jurisdiction of the District.

The Academy has examined potential barriers to increasing its migrant and special education student populations and has worked to ensure that the Academy's recruitment efforts reach these student subgroups and that its program and school environment include the necessary supports for these student populations to thrive. To that end, the Academy invites the Migrant Office to Academy student events and partners with the Migrant Office to help enter families into the migrant education program. The Academy's plethora of wrap-around services, including, but not limited to, free-onsite wellness care and increased social work and counselor support, are uniquely suited to ensure the success of migrant students. Likewise, the Academy partners with the SELPA to ensure the Academy delivers a high-quality special education program and services to students with disabilities. The Academy has focused its resources on attracting and retaining highly-qualified special education and teaching staff to foster an inclusive model that integrates students with disabilities to the maximum extent appropriate and to serve special education students within the LRE. The Academy has worked hard to create an environment where parents/guardians are true partners in the IEP process. Moreover, the Academy works cooperatively to locate and refer Academy students who have, or are suspected of having, special needs that qualify them to receive special education and related services.

Element 8: Admissions Requirements

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

The Academy seeks to enroll a population of students that reflects a similar student balance as the population in the District and will attempt to accomplish this goal through the following process:

1. The Academy will disseminate information to the community at large through all forms of conventional media, publicly held meetings, mass mailings, and other forms of community outreach in both English and Spanish.
2. Information will advise all families of available space, the means by which students may apply to the Academy for purposes of enrollment, and the educational goals and structure of the school.
3. The Academy shall admit all students who wish to attend the school without qualification, up to capacity. Students will be admitted without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). However, the decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of the Academy Board of Directors following a meeting with the Superintendent 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 Academy shall not discourage a student from enrolling or seeking to enroll in the Academy for any reason, including, but not limited to, academic performance of the student because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving pupils, ELs, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, sexual orientation, or any other protected category. Similarly, in accordance with Section 47605(e)(4)(C), the Academy shall not encourage a student currently attending the Academy to disenroll from the Academy or transfer to another school for any reason, including, but not limited to the academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above. The Academy shall post a notice developed by the California Department of Education on the Academy's website, which

outlines the requirements of Education Code Section 47605(e)(4), and shall make this notice available to parents/guardians pursuant to Education Code Section 47605(e)(4)(D).

4. If the number of applicants exceeds capacity at any grade level, a single, publicly-held random drawing shall determine admission to the charter.
5. Only four preferences shall be utilized in the public random drawing: (1) siblings of currently enrolled students; (2) children of the Academy's full-time employees; (3) to support the Ag Prep program and objectives, children of The Wonderful Company and its affiliates employees and children of organizations engaged in similar agricultural operations; and (4) District residents.
6. Applications for enrollment will be accepted during a publicly-announced timeframe of 90 days ending no less than 90 days prior to the start of the school year for which applications for enrollment are submitted. In accordance with Education Code Section 49076.7(b), added by AB 2097 (2016), the Academy shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents or guardians unless otherwise required to do so by state or federal law.

Public Random Drawing

Should the number of students who wish to attend the Academy exceed the enrollment limit, a public random drawing will take place to determine the school enrollment in accordance with Education Code section 47605(e)(2)(B). The Academy will designate an open enrollment deadline and all interested students will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing once the open enrollment deadline has passed. The Academy will inform parents/guardians of all applicants and all interested parties of the rules to be followed during the drawing process, location, date and time of the public random drawing via direct electronic communication at least two weeks prior to the drawing date. The Academy will choose a date and time for the drawing (preferably on the weekend or after 5 pm on a weekday) so that the most interested parties will be able to attend. The drawing will be held at the school site and will be broadcasted virtually for parents/guardians to attend. If this is not feasible, the Academy will notify the families in advance of the alternative location for the drawing. A waiting list will be developed from the list of students who do not receive admission, in the order in which applicants were drawn, and will be considered should a vacancy occur during the year. The principles above will apply should a second drawing to fill any vacancies be necessary. Students' families on the waiting list will be notified by direct electronic communication immediately if space becomes available, and the admission notice will provide them with the deadline to indicate their response. If the enrollment forms are not returned by the deadline (approximately one to two weeks as specified in the admission notice), then admission for that student is forfeited, and an admission notice will be sent to the parent/guardian of the next student on the waiting list. A new waitlist will be generated each year, as necessary, in conjunction with the public random drawing. The Academy will maintain auditable records of the above activities. The Academy may revise and further define this process

from time to time by the adoption of admissions policies and without the need to amend the charter so long as such amendments comply with the law.

The Academy will determine its open enrollment and lottery dates every year before school starts.

There are no admissions criteria and no tests will be administered to student applicants in the application process. However, test data will be requested and assessments will be administered after students are admitted for purposes of placement (particularly reading, writing, and math skills) to better address individual needs and to establish baseline data for purposes of curriculum/instructional planning and program assessment.

Admission to the Academy will not be determined by place of residence of the pupils, or their parents or guardians, but will be open to all residents within California.

The Academy agrees to adhere to the requirements of Education Code Section 47605(e)(2)(B)(i)-(iv) related to admissions preferences.

Element 9: Independent Financial Audits

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

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

The Academy's governing body will select an independent auditor through a request for proposal process. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Academy's Board of Directors, the Kern County Superintendent of Schools, the State Controller, and the California Department of Education by the 15th of December of each year. The Superintendent, along with the Academy's Board of Directors will review any audit exceptions or deficiencies and report to the County Superintendent with recommendations on how to resolve them. The Academy will submit a report to the County Superintendent describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County Superintendent along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Academy is a public record that will be provided to the public upon request. Any disputes regarding the resolution of audit exceptions and/or deficiencies shall be referred to the dispute resolution process contained in this charter.

Element 10: Suspension, Expulsion and Involuntary Removal Procedures

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following must occur:*
 - a. Provide timely, written notice of the charges against the student and an explanation of the student's basic rights.*
 - b. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no student shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled,*

dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

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

This suspension and expulsion policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Academy. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Academy's policy and procedures for student suspension and expulsion. In creating this policy, the Academy has reviewed Education Code Sections 48900 et seq., which describe the list of offenses and procedures for suspensions and expulsions for students attending non-charter public schools. The Academy's proposed list of offenses are those for non-charter public schools included in Education Code Sections 48900 et seq., and the Academy believes such list provides adequate safety for students, staff, and visitors at the school and serves the best interests of the Academy's students and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. Academy staff may use seclusion or a behavioral restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot

be immediately prevented by a response that is less restrictive. Academy staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

Academy staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places his or her body weight against the student's torso or back.
- Uses a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face.
- Place a student in a facedown position with the student's hands held or restrained behind the student's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Academy will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

The Academy shall not involuntarily remove any student for disciplinary reasons that could otherwise result in suspension and/or expulsion based on the list of offenses enumerated in Education Code Sections 48900 et seq. Rather, involuntary removal of a student would only occur in limited circumstances in which (1) the student is enrolled in the Academy, (2) the student fails to attend school after several attempts by the Academy to compel such attendance, and (3) the

Academy has followed all procedures required by law before the involuntarily removal occurs. No minimum grade point average, parent volunteer hours, or other grounds shall be used to justify an involuntary removal. The Academy remains steadfast in its commitment to address the underlying cause(s) of a student's lack of attendance to ensure the student has the appropriate supports and resources in place to avoid the need to initiate involuntary removal procedures.

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

In addition, the Academy shall ensure that a foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights as a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance occurring at the Academy or at any other school, or an Academy-sponsored event. A student may be suspended or expelled for offenses identified in subsection B below and related to school activity or attendance that occur at any time, including, but not limited to, the following:

- while on school grounds;
- while going to or coming from school;

- during the lunch period, whether on or off the school campus; or
- during, or while going to or coming from, a school-sponsored activity.

This list is subject to later revision by action of the Academy Board of Directors to amend it from time to time in order to ensure the list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's pupils and their parents/guardians. Such revision may be made by action of the Academy Board of Directors and without requiring a material revision to the charter.

If a student is found to have disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, a certificated or non-certificated employee may refer a student to Academy administration and timely in-school interventions or supports. The Academy administrator shall, within five business days, document the actions taken and place that documentation in the student's record to be available for access by the parents/guardians. The Academy administrator shall also, by the end of the fifth business day, inform the referring certificated or non-certificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

B. Enumerated Offenses

The Academy's list of offenses for suspension and expulsion shall be those that apply to non-charter public schools, which are included in Education Code Sections 48900 et seq.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or Principal's designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" is one that involves a situation determined by the Principal or designee to constitute a clear and present danger to the life, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action,

including the other means of correction that were attempted before the suspension, and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, the number of days suspended, the total number of days suspended to date, and the date and time when the student may return following the suspension. This notice shall state the specific education code violation committed by the student. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or Principal, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances, when the Academy has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student or parent/guardian fail to attend the conference. This determination will be made by the Superintendent, Principal, or designee upon either of the following : 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, legal

guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the student would otherwise have been assigned.

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

D. Authority to Expel

A student may be expelled either by the Academy Board of Directors following a hearing before it or by the Academy Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Academy Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Academy Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Academy Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing at least five days prior to the date of the scheduled hearing.

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

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Academy's disciplinary rules which relate to the alleged violation;

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Academy to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

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

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Academy Board of Directors, Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Superintendent or designee following a decision of the Academy Board of Directors to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Academy.
- Notice of the educational alternatives to be provided to the student during the time of expulsion.
- Notice of the right to appeal the expulsion to the Kern County Board of Education.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

- The student's name.
- The specific expellable offense committed by the student.

J. Disciplinary Records

The Academy shall maintain records of all student suspensions and expulsions at the Academy. Such records shall be made available to the County upon request, consistent with applicable law and subject to any necessary assurances of confidentiality for purposes of the Public Records Act.

K. Right to Appeal

The student shall have a right to appeal the Academy Board of Directors' decision to expel to the Kern County Board of Education in accordance with Education Code Sections 48919-48924.

L. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be provided with information regarding alternative education programs that may be available including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

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

N. Suspended Enforcement of Expulsion Orders

The Academy Board of Directors may suspend the enforcement of an expulsion order for a period of not more than one calendar year. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status and must complete the terms of a Rehabilitation Plan in order to be eligible for readmission following expulsion. In order to ensure consideration of a student's readmission to the Academy, the student must submit an application for readmission, with information showing he or she has completed all conditions of the Rehabilitation Plan, on or before the date provided in the student's Rehabilitation Plan.

The Academy Board of Directors or the Superintendent may revoke the suspension of an

expulsion order if either determines that a student has committed any act specified as a ground for suspension or expulsion in Education Code sections 48900 et seq., violated any Academy rules or policies, violated any state or federal laws, or has otherwise violated the terms of a suspended enforcement agreement entered into between the student and the Academy. If the Academy Board of Directors or Superintendent revokes the suspension of an expulsion order, the student's expulsion will be reinstated immediately, without the right of an expulsion hearing or appeal. If the Superintendent revokes the suspension of an expulsion order, the revocation will take effect immediately, but must be later ratified by the Academy Board of Directors. If the Academy Board of Directors or Superintendent revokes the suspension of an expulsion order, the student may be expelled for the same duration as provided in the terms of the original expulsion order.

O. Readmission

The decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of the Academy Board of Directors following a meeting with the Superintendent 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 shall make a recommendation to the Academy Board of Directors following the meeting regarding his or her determination. The readmission process shall reasonably align with that used by local school districts.

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

Students with disabilities will be disciplined according to the high standards set by the Academy Code of Conduct except as mandated in applicable federal and state special education laws and regulations, including the IDEA.

On the rare occasions that severe infractions occur, the Principal can seek the removal of a student with a disability, as allowed by federal and state law, to an interim alternative educational setting in accordance with applicable federal and state special education laws and regulations. School administration will determine on a case-by-case basis, consistent with the IDEA and corresponding state special education law, whether a change in placement has occurred when a student is suspended due to a violation of the Code of Conduct.

For any disciplinary action that will result in a change of placement for a student with a Section 504 plan or IEP, the student's 504 team or IEP team, as applicable, will determine whether the student's behavior is a manifestation of his or her disability within ten school days of a recommendation for expulsion or decision to change the student's placement. The team will determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of the Academy's failure to properly implement the IEP/Section 504 plan.

1. Notification of County

The Academy shall immediately notify the County regarding any student with a disability or student who the Academy would be deemed to have knowledge that the student had a disability who is suspended for more than ten school days during a school year.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten school days of a recommendation for expulsion or decision to change the placement of a child with a disability because of a violation of Code of Conduct, the Academy, the parent/guardian, and relevant members of the IEP team/Section 504 team shall review all relevant information in the student's file, including the student's IEP/Section 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 child's disability; or
- (b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/Section 504 plan.

If the Academy, the parent/guardian, and relevant members of the IEP team/Section 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 the Academy, the parent/guardian, and relevant members of the IEP team/Section 504 team make the determination that the conduct was a manifestation of the student's disability, the IEP team/Section 504 team shall:

- (a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that the Academy 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 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 the Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Academy, the parent/guardian, and relevant members of the IEP team/Section 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 IEP/Section 504 plan, then the Academy may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Academy believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

5. Special Circumstances

Academy 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 the Academy Code of Conduct.

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

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

6. Interim Alternative Educational Setting

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

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

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

The Academy 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 Academy 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 has requested an evaluation of the student.
- (c) The student's teacher, or other Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other Academy supervisory personnel.

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

If the Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Academy shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the educational placement determined by the Academy pending the results of the evaluation. The Academy shall not be deemed to have

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

Element 11: Retirement Systems

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

All full-time certificated employees who are eligible will participate in the State Teachers' Retirement System ("STRS"). Employees will contribute the required percentage, and the Academy will contribute the employer's portion required by STRS. All withholdings from employees and the Academy will be forwarded to the STRS Fund as required. The Academy will submit all retirement data through the Kern County Office of Education and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Academy accepts and understands obligations to comply with Section 47611 of the Education Code. Social Security payments will be contributed for all qualifying non-STRS members. The Academy's Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. The Superintendent will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

Element 12: Public School Attendance Alternatives

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

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

Element 13: Employee Return Rights

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

Job applicants for positions at the Academy will be considered through an open process, and if hired, will receive an employment offer from the Academy. Any union employee who is offered employment and chooses to work at the Academy will not be covered by his or her respective, former collective bargaining unit agreement.

Employees of the County or any other school district who choose to leave the employment of the Kern County Office of Education or their respective school district to work at the Academy will have no automatic rights of return to the County or their respective school district after employment by the Academy unless specifically granted by the County or their respective school district through a leave of absence or other agreement.

All employees of the Academy will be considered the exclusive employees of the Academy and not of the County or another school district, unless otherwise mutually agreed in writing. The Academy is not required to transfer sick or vacation leave or years of service credit from the County or any other school district. Employment by the Academy provides no rights of employment at any other entity, including any rights in the case of closure of the Academy.

Element 14: Dispute Resolution Procedures

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

The Academy and the County (collectively referred to as the “parties” for purposes of these dispute resolution procedures) agree to attempt to resolve all disputes, controversies or claims arising out of or relating to this charter, except any controversy or claim that in any way relates to the revocation of this charter, pursuant to the terms of this section. The parties will refrain from public commentary regarding such disputes, controversies or claims until the matter has progressed through the dispute resolution process, unless otherwise required by law.

Any disputes between the County and the Academy over the terms of the charter shall be resolved as follows:

1. The dispute shall be identified in writing by the administrator of the Academy and the staff member designated by the County Superintendent pursuant to Education Code Section 47604.32(a). These designated individuals will meet in a good faith attempt to resolve the dispute. Failure of the Academy representative to participate in efforts to resolve the dispute shall be grounds for revocation of the charter.
2. If the dispute is not resolved by the meeting described above, the parties may elect to mediate the dispute by mutually agreeing on a mediator. In the event the parties agree to attempt to resolve the dispute in mediation, the mediator’s fees shall be split equally between the County and the Academy, unless otherwise agreed.
3. If the dispute is not resolved by the meeting or by mediation, the matter shall be referred to the County Board at its next regularly scheduled meeting. The County Board shall make a final decision regarding the dispute, provided that the Academy may seek judicial review of the County Board’s decision in a court of competent jurisdiction.
4. Notwithstanding the above, nothing in this dispute resolution process shall prevent or delay the County or County Superintendent from exercising and discharging any power or duty authorized by law with respect to oversight of the charter including, but not limited to, the right to revoke the charter as authorized by law.
5. Nothing in this section shall be interpreted as a waiver by the Academy of any available legal rights or recourse in response to action by the County Board.

All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Academy.

Uniform Complaint Procedure

The Academy will be responsible for maintaining and implementing a Uniform Complaint Procedure which will be distributed to parents and guardians at the time of student enrollment. Except in the instance of complaints that allege student safety issues or other matters which constitute possible grounds for charter revocation, the County Superintendent and County Board will refer all complaints they receive back to the Academy for investigation and processing. The Academy shall provide documentation to the County of the results of the Academy's investigation and processing of any complaint. This notwithstanding, pursuant to Education Code Section 47604.4, students, parents/guardians and school staff may bring a complaint directly to the County Superintendent.

Element 15: Closure Procedures

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

The following procedures shall apply in the event the Academy closes. Such procedures apply regardless of the reason for the closure.

Closure of the Academy will be documented by official action of the Academy Board of Directors. The action will identify the reason for the closure and the entity or person(s) responsible for the closure-related activities. This will be the Superintendent, unless the Board selects a different person at the time of the closure. In the event of such closure, the following steps will be implemented:

1. The Board of Directors will promptly notify parents and students of the Academy, the Kern County Office of Education, the Academy's SELPA, the retirement systems in which the Academy's employees participate (e.g., STRS, and federal social security), and the California Department of Education of the closure, as well as the effective date of the closure. This notice will also include the name(s) of, and contact information for, the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents and guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.
2. Written notification to parents and guardians of the enrolled Academy students will be issued promptly by the Academy following the Academy Board of Directors' official action to close the Academy. A sample copy of the language used in the written notification shall be provided to the County within the same timeframe.
 - a. The written notification will include information to assist parents/guardians and students in locating suitable alternative programs, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with the procedures of all school districts of residence procedures for students moving from one school to another.
 - c. Parents and guardians will also be provided with student information that includes the closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.

3. The Academy's Board of Directors will develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity or person(s) responsible for closure-related activities.
4. All transfers of student records to the receiving schools will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. Section 1232g. The Academy will ask the County to store original records of Academy students. All remaining records of the Academy shall be transferred to the County upon the Academy's closure. If the County will not or cannot store the records, the Academy shall work with the County to determine a suitable alternative location for storage.
5. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity or person(s) responsible for closure-related activities in accordance with applicable law.
6. The Academy shall allow the County access, inspection and copying of all school records, including financial and attendance records, upon written request by the County and subject to any necessary assurances of confidentiality under the Public Records Act.
7. A financial closeout audit of the Academy will be paid for by the Academy to determine the disposition of all assets and liabilities of the Academy, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed Certified Public Accountant who will employ generally accepted accounting principles. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in the apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to the Academy.
8. For six calendar months from the closure action or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by the Academy's Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
9. The Academy's Board shall adopt a plan for wind-up of the school and, if in the best interest of the corporation as determined by the Board, in its sole discretion, the corporation, in accordance with the requirements of the Corporations Code.
10. In addition to a final audit, the Academy will also submit any required year-end financial reports to the California Department of Education and the County, in the form and time

frame required. The Academy will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Academy, all assets of the Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Academy, remain the sole property of the Academy and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Upon the dissolution or winding up of the Academy, the assets remaining after payment, or provision for payment, of all its debts and liabilities shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for educational, public or charitable purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code, and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code. Any restricted assets acquired from the County or County property will be promptly returned upon Academy closure to the County. The distribution shall include return of any restricted grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

The Academy shall utilize its reserve fund to undertake any expenses associated with the closure-related activities described above.

Miscellaneous Provisions

Budget and Financial Reporting

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

Attached, as Appendix E, please find the following documents:

- Five Year Budget Summary
- Five Year Budget Detail
- Cash Flow Forecasts

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

The Academy will meet all financial reporting requirements as detailed in Education Code Section 47604.33. The Academy shall annually prepare and submit the following reports to the County Superintendent as follows:

- On or before July 1, a preliminary budget.
- On or before July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

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

Administrative Services

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

The Chief Business Officer or designee will coordinate with staff to manage budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

The Academy will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. The Academy will identify staff responsible for financial administrative functions and the qualifications of staff assigned to these functions and will also provide assurance that the adopted accounting systems adhere to generally accepted accounting principles and describe the process of internal controls. The Academy shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the federal government, as appropriate. The accounting procedures must follow the generally accepted accounting principles. For federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the federal government.

The Academy shall retain the authority to contract with third parties for any services required to operate the Academy in accordance with the law and this charter. Additional services may be contracted by the Academy from the County if available pursuant to a separate written agreement between the parties.

The Academy has elected to receive funding directly, and therefore is responsible for meeting eligibility and fiscal requirements established by the federal government and for completing the Consolidated Application, if applicable. The Academy shall provide the County with all financial and related reports to enable the County to meet its requirements by law.

The Academy will depend on principal apportionment for the bulk of its operating resources, supplemented by state block grant and lottery income, federal Titles I, II, III and IV allocations as well as federal drug/alcohol/tobacco-use prevention, and child nutrition funds. The Academy will also receive funds from the plethora of state-funded programs such as special education, etc. (see budget for detail), and will receive local funds from the District in lieu of taxes for a portion of its charter school funding. Finally, the Academy may receive additional funding through both publicly-funded (state or federal) grants and private philanthropic donations.

To the extent that the County may be required to submit financial forms on behalf of the Academy, the Academy will maintain official financial records on the County financial system. The Academy agrees to follow processing schedules and specified County business office procedures.

Attendance Accounting

The Academy will utilize an appropriate student information system for attendance tracking and reporting purposes. Attendance accounting procedures will satisfy the requirements of the County and the California Department of Education. Classroom teachers will record student attendance daily. When a student is absent from school, office personnel will verify absences. State school registers will be completed on a monthly basis documenting the month's attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to the County on a monthly basis, or as otherwise required to receive apportionment of funding.

Food Service Program

The Academy will continue to maintain its own child nutrition program and LEA status from the state and federal child nutrition programs, and shall comply with the Healthy Food, Healthy Student Act (SB 1169) as applicable.

Facilities

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

The Academy shall operate within the Lost Hills Union Elementary School District and continue to be located at 14848 Lamberson Avenue, Lost Hills, California 93249. This comprehensive and state-of-the-art facility incorporates cutting edge technology and sustainable practices that provide the best-in-class instructional environment for students and staff.

Some key features of our 101,000 square foot campus include:

- Outdoor Learning Gardens
- Science Classrooms and Laboratories
- Art and Music Classrooms
- Specialized Classrooms for One-to-One instruction
- Indoor Soccer Field
- Fitness Center
- Yoga Studio
- College and Career Center
- Synthetic Outdoor Track and Basketball Courts
- Full Size Gym/Multipurpose Room
- Student and Family Wellness Center
- Teaching Kitchen
- Cafeteria and Full-Service Kitchen
- Drought Tolerant and Manicured Landscape

- Natural Grass Outdoor Fields
- Backup Generator Power
- Carbon Water Treatment Facility

Additionally, the Academy operates its own fleet of reliable transportation that supports home to school transportation for students. Each bus provides reliable internet access to all bus riders, thereby extending opportunities for additional learning beyond the classroom.

Any facilities used by the Academy shall meet Education Code Section 47610 standards or, in the case of facilities built to Field Act standards or federal facilities, shall meet Education Code Section 47610.5 standards.

Civil Liability Impact

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

The Academy is operated as a non-profit public benefit corporation, organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and Section 23701(d) of the California Revenue and Taxation Code.

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

The Academy will maintain, at its own expense, its own insurance policies for the operation of the Academy including, but not limited to, general liability, property, and errors and omissions policies. Policy types and amounts will be commensurate with the recommendations of amounts and types by the Academy's insurer for a school of similar type and size in the area. Additional insurance may also be obtained by the Academy as necessary or as required by law. The County Board and County Superintendent shall be named as additional insureds under all insurance carried on behalf of the Academy. The Academy shall provide the County with certificates of insurance upon request.

The Academy's corporate bylaws provide for the indemnification of the Academy's Board, officers, agents, and employees.

Transportation

The Academy shall be responsible for any transportation offered to students who enroll in the Academy.

Term of the Charter

The renewal term of this Charter shall be for five years, beginning on July 1, 2025 and ending on June 30, 2030.

Appendix A:

2024-25 Academic Calendar

Wonderful college prep academy™

2024-2025 Academic Calendar | 180 Instructional Days

JULY 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			0

AUGUST 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

SEPTEMBER 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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OCTOBER 2024						
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NOVEMBER 2024						
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DECEMBER 2024						
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JANUARY 2025						
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
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
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APRIL 2025						
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MAY 2025						
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JUNE 2025						
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29	30					
						5

 First/Last Day of Grading Period
 Legal Holidays (13)

 No Students, Teacher Work Day (12)
 Instructional Days (180)

 New Staff Orientation (2)
 Early Release Day

 Non-School Days

Appendix B: Amended and Restated Bylaws

EIGHTH AMENDED AND RESTATED
BYLAWS
OF
WONDERFUL COLLEGE PREP ACADEMY
(A California Nonprofit Public Benefit Corporation)

Dated as of August 26, 2008

Amended as of June 26, 2013

Amended as of October 21, 2013

Amended as of July 1, 2015

Amended as of March 31, 2017

Amended as of August 23, 2018

Amended as of November 1, 2018

Amended as of December 31, 2019

Amended as of December 12, 2022

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Wonderful College Prep Academy (the "Corporation").

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2070 Veneto Street, Delano, CA 93215. The Board may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The Corporation's general and specific purposes are described in its Articles of Incorporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The property of the Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code, and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director, trustee, officer or former member thereof or to the benefit of any private person. Upon the dissolution or winding up of the Corporation, the assets remaining after payment, or provision for payment, of all its debts and liabilities shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for educational, public or charitable purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code, and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

**ARTICLE VI
CORPORATION WITHOUT MEMBERSHIP**

Section 1. NO MEMBERS. The corporation shall have no members.

Section 2. ASSOCIATES. Nothing in this Article VI shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members of the Corporation, and no such reference shall make anyone a member within the meaning of section 5056 of the California Nonprofit Corporation Law, including honorary or

donor members. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the Corporation.

Section 3. **AUTHORITY VESTED IN BOARD OF DIRECTORS.** Any action that would otherwise require approval by the members, or a majority of the members, shall only require approval by the Board. All rights that would otherwise vest in the members shall vest in the Board.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Article VII, Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Elect and remove any member of the Board of Directors, except for a director serving as a representative of the granting authority.
- b. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation, and these bylaws; and fix their compensation.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. **DESIGNATED DIRECTORS AND TERMS.** The number of directors shall be at least seven (7). The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote the Corporation, and a dedication to its charitable endeavors, consistent with the Corporation's approved charters. Directors may also have experience in one or more of the following areas: education, law, real estate/facilities, business/finance and organization. One (1) seat shall be reserved for a representative of the charter granting authority, should the granting authority request such a representative pursuant to California Education Code section 47604(c). All other directors shall be elected by a majority vote of the directors then in office.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than forty-nine percent (49%) of the persons serving on the Board of Directors may be interested persons. An interested person for purposes of this provision is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office, unless otherwise removed from office in accordance with these bylaws, for three (3) years and until a successor director has been elected.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the Board of Directors, at any meeting at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairperson of the Board, the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 9. REMOVAL OF DIRECTORS. A director, except for a director serving as a representative of the charter granting authority, may only be removed by an affirmative vote of the majority of the remaining directors then in office. A director may be removed with or without cause. Without limiting the foregoing, any director missing two consecutive board meetings may be removed.

Section 10. FILLING VACANCIES. Vacancies on the Board of Directors shall be filled by the process articulated in Article VII, Section 3.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held

at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. Notwithstanding the foregoing, all meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation ("Brown Act"), and Education Code Section 47604.1, as added by California Senate Bill No. 126 (2019).

Section 13. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors shall be called, noticed, and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1, as added by California Senate Bill No. 126 (2019). The Board of Directors shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting at a time, date, and place as may be specified and noticed in accordance with the Brown Act.

Section 14. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 15. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board of Directors or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. In addition to the notice requirements under the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be delivered to each director orally and/or at the director's electronic (email) address or physical address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice shall be deemed received at the time it is personally delivered to the recipient or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than

the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 17. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting may be adjourned. Directors may not vote by proxy.

Section 18. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as the requirements in the Brown Act are complied with.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If all directors are absent from any regular or adjourned regular meeting the Secretary may declare the meeting adjourned to a stated time and place and shall cause a written notice of adjournment to be given in the same manner as provided for special meetings. A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the regular, adjourned regular, special or adjourned special meeting was held within 24 hours after the time of the adjournment. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by ordinance, resolution, bylaw, or other rule.

Section 20. REIMBURSEMENT. Directors are entitled to reimbursement of their reasonable expenses incurred in the performance of their duties.

Section 21. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint alternate members of any such committees, who may replace any absent member at any meeting. Any committee exercising the authority of the Board must be comprised only of directors then in office, and no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law or these bylaws, also requires approval of all or a majority of the members of the Board of Directors;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal the bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of standing committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. To the fullest extent permitted by law, no director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Educational Rights and Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a Chairperson of the Board, Superintendent, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers, in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the Superintendent or Chairperson of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board until the election of their successor or their resignation or removal, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or

at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office.

Section 8. CHAIRPERSON OF THE BOARD. The Chairperson shall preside at the Board of Directors' meetings and exercise and perform such duties as may from time to time be assigned to him or her by the Board or prescribed by these bylaws. The Board of Directors may also elect a Vice-Chairperson of the Board of Directors. In the absence of the Chairperson, the Vice-Chairperson shall preside at Board of Directors meetings and shall exercise and perform such duties as the Board may assign from time to time.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal office, a copy of the Articles of Incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors and of committees of the Board of Directors that are required to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse, or cause to be disbursed, the Corporation's funds as the Board of Directors may order; (c) render, or cause to be rendered, to the Chairperson of the Board and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 11. SUPERINTENDENT. Any candidate for Superintendent shall be subject to qualification as set forth in the Corporation's approved charters. The Board shall hire a qualified Superintendent who shall be the general manager of the Corporation, and subject to the control and oversight of the Board, shall supervise, direct and control the Corporation's day-to-day activities,

business and affairs. The Superintendent shall have such other powers and duties as may be prescribed by the Board or these bylaws.

ARTICLE IX CONFLICTS OF INTEREST

Section 1. CONFLICTS OF INTEREST. The Corporation shall comply with all applicable laws regarding conflicts of interest, including the California Nonprofit Public Benefit Corporation Law. For so long as the Corporation is authorized to and operates a California charter school, the Corporation shall adhere to the conflict of interest requirements set forth in Education Code Section 47604.1, as added by California Senate Bill No. 126 (2019).

ARTICLE X INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c) the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XI INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XII MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and

- c. Such reports and records as required by law.

ARTICLE XIII INSPECTION RIGHTS

Section 1. RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the Articles of Incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XIV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. In accordance with the applicable timelines provided by law, an independent accountant's report or, if none, the certificate of an authorized officer of the

Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director any information required by Corporations Code Section 6322 with respect to the preceding year.

ARTICLE XV BYLAWS

Section 1. BYLAW AMENDMENTS. The Board may adopt, amend or repeal any of these bylaws by a majority of the directors then in office, except that no amendment shall make any provisions of these bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

ARTICLE XVI EXECUTION OF INSTRUMENTS

Section 1. EXECUTION OF INSTRUMENTS. The Board, except as otherwise provided in these bylaws, may by resolution authorize any officer, agent, or employee of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

ARTICLE XVII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I, Lupe Sanchez, certify that I am the duly elected and acting Secretary of Wonderful College Prep Academy ("WCPA"), a California nonprofit public benefit corporation, and that the foregoing bylaws constitute the Eighth Amended and Restated Bylaws of such corporation that were duly adopted at a meeting of the corporation's Board of Directors held on December 12, 2022.

IN WITNESS WHEREOF, I have signed my name to this certificate on December 12, 2022.



Secretary, WCPA Board of Directors

Appendix C:

Conflict of Interest Code

Wonderful College Prep Academy

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Wonderful College Prep Academy, a California nonprofit public benefit corporation that operates one or more public charter schools ("Corporation"), hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all Governing Board members, and all other designated employees of the Corporation, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations, Title 2, Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED REPORTERS

Employees of this Corporation, including Governing Board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "Designated Reporters." The Designated Reporters are listed in Exhibit A attached to this Code and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each Designated Reporter, including Governing Board members, shall file a Form 700 Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Reporter's position is assigned in Exhibit A.

An investment, interest in real property, or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the Designated Reporter by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

Statements Filed With the Corporation. All Statements shall be supplied by the Corporation. All Statements shall be filed with the Corporation within the timeframes under California Code of Regulations, Title 2, Section 18730(b)(5). The Corporation's filing officer shall then make and retain a copy of the Statement and forward the original to the Kern County Board of Supervisors.

V. DISQUALIFICATION

No person shall make, participate in making, or try to use his/her official position to influence any governmental decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official, or on a member of his or her immediate family, or on any financial interest defined under California Code of Regulations, Title 2, Section 18700(c)(6).

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Disqualification

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Superintendent, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Disqualification

Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090 to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) only if the Board member was not involved in the making of the contract, prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Corporation's bylaws.

EXHIBIT A
Designated Reporters

- I. Persons occupying the following positions are designated reporters and must disclose financial interests in Categories 1 and 2 defined in “Exhibit B”.
 - A. Members of the Governing Board
 - B. Chairperson of the Governing Board
 - C. Superintendent
 - D. Chief Business Officer
 - E. Chief Facilities Officer
 - F. Director of Compliance, Operations, and Family Affairs
 - G. Director of Student ExperienceDirector of Business and Finance
 - H. Consultants¹

- III. Persons occupying the following positions are designated reporters and must disclose financial interests defined in Category 3 of “Exhibit B.”
 - A. Director of Human Resources
 - B. Food Services Director
 - C. Assistant Superintendent of Rural Schools
 - D. Principal

¹ The Superintendent may determine, in writing, that a particular consultant, although a “designated reporter,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part within two (2) miles of any facility utilized by a Corporation charter school, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.
- B. Investments in business entities or income (including gifts, loans, and travel payments) from any sources which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within Kern County.
- C. Investments in business entities or income (including gifts, loans, and travel payments) from any sources engaged in the acquisition or disposal of real property within Kern County.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated reporter or his or her spouse owns, directly, indirectly or beneficially, an interest with a fair market value totaling \$2,000 or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in business entities or income (including gifts, loans, and travel payments) from any source of the type that provides services, supplies, products, materials, or equipment that the Corporation utilizes or currently plans to utilize, including school supplies, books, furnishing, and machinery. Investments include interests described in Category 1(C).

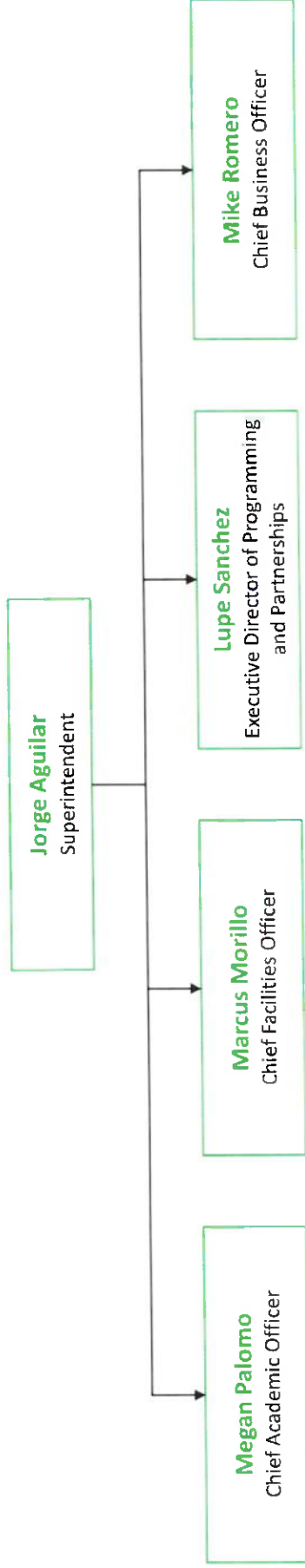
Category 3 Reporting:

- A. Investments in business entities or income (including gifts, loans, and travel payments) from any source of the type that provides services, supplies, products, materials, or equipment that the designated position's department utilizes or currently plans to utilize, including school supplies, books, furnishing, and machinery. For the purpose of this category, a Principal's department is his or her entire school. Investments include the interests described in Category 1(C).

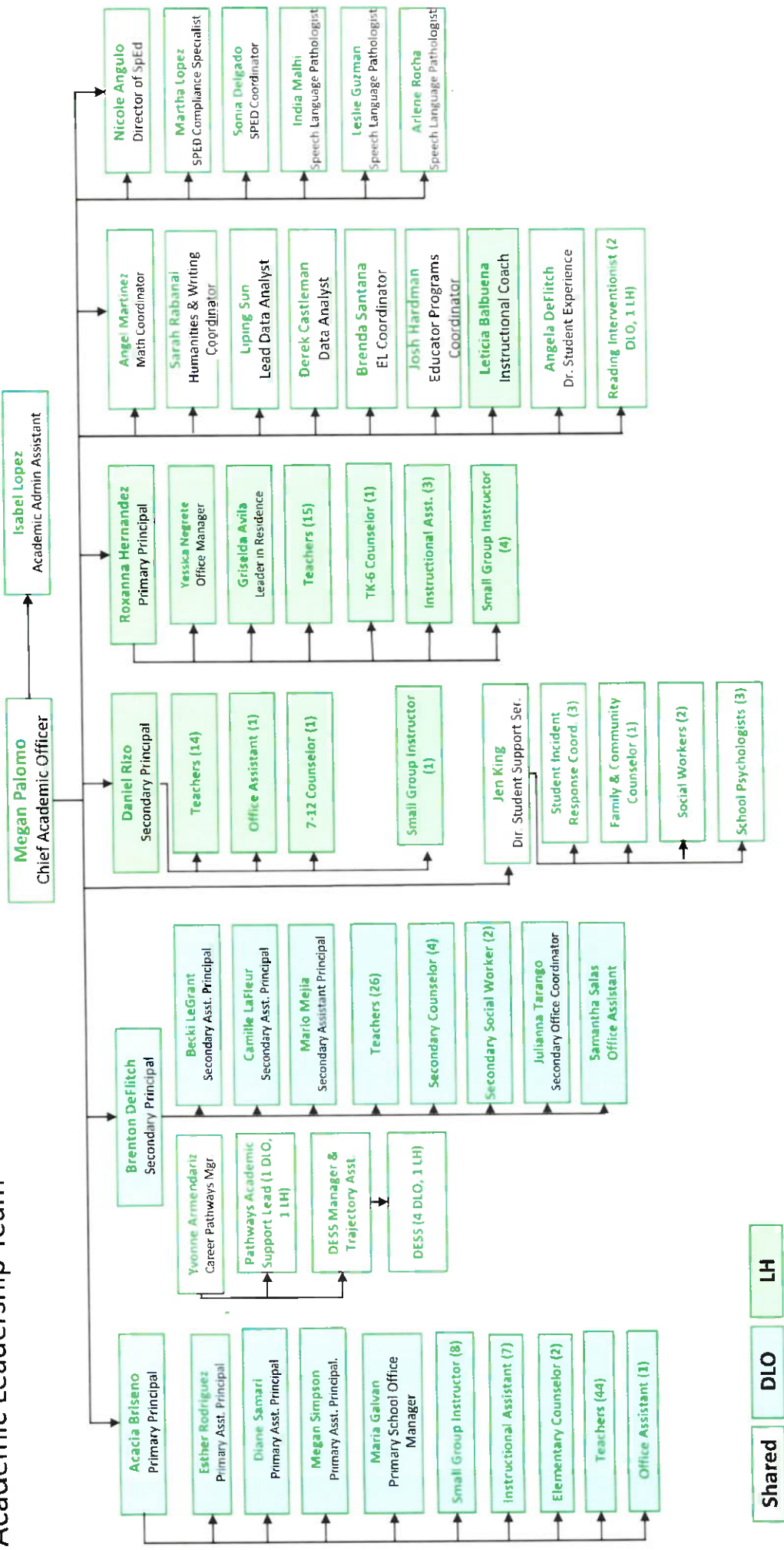
Appendix D:

Organizational Chart

WCPA Executive Team

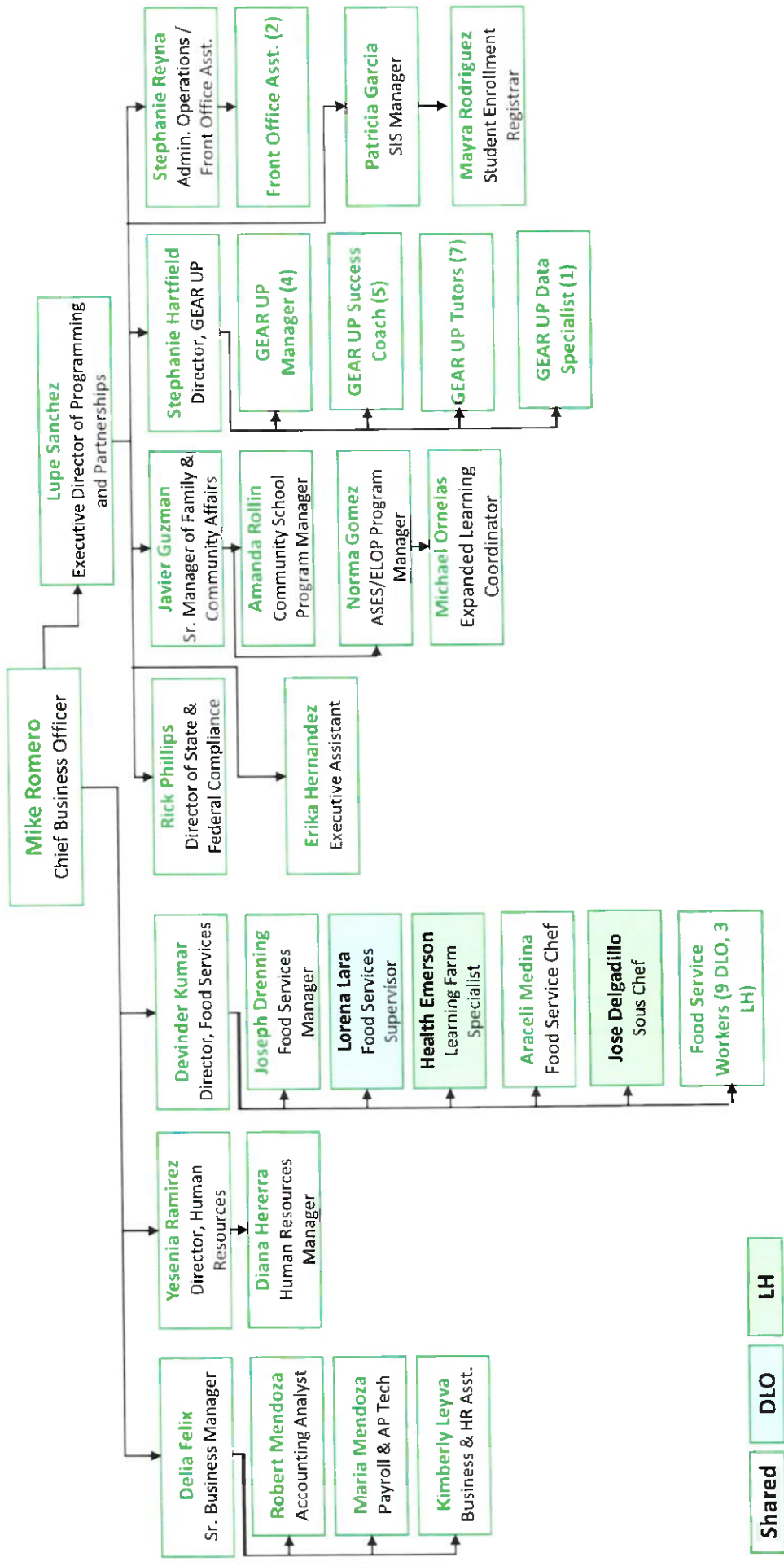


Academic Leadership Team



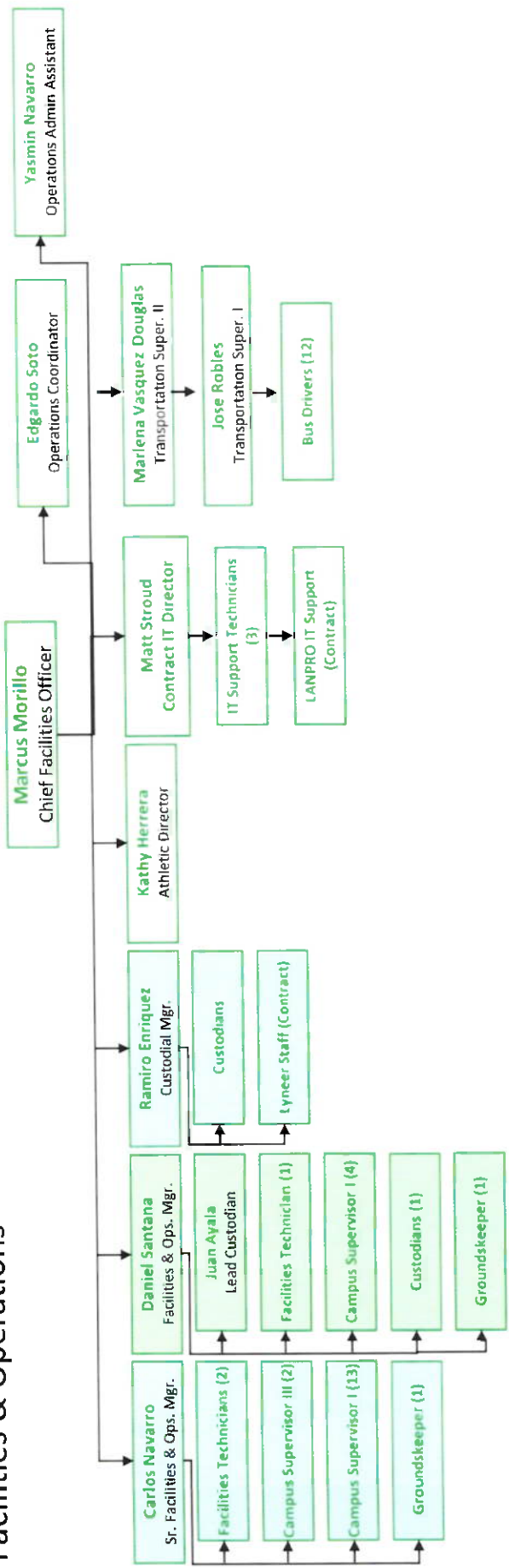
Shared DLO LH

Business, HR, and Food Services Leadership



Shared DLO LH

Facilities & Operations



Shared DLO LH

Appendix E:

Budget

Wonderful College Prep Academy - Lost Hills

Multi-Year Forecast

Revised 6/10/2024



	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Budget	Forecast	Forecast	Forecast	Forecast	Forecast
Assumptions						
LCFF COLA	1.07%	2.93%	3.08%	3.30%	3.29%	3.29%
Non-LCFF Revenue COLA	0.00%	0.00%	0.00%	3.30%	3.29%	3.29%
Expense COLA	3.10%	2.86%	2.87%	2.80%	2.80%	2.80%
Enrollment	545.00	545.00	545.00	545.00	545.00	545.00
Average Daily Attendance	512.30	512.30	512.30	512.30	512.30	512.30
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	\$ 5,965,239	\$ 6,232,147	\$ 6,482,765	\$ 6,763,008	\$ 7,051,540	\$ 7,349,618
8012 Education Protection Account	102,460	102,460	102,460	102,460	102,460	102,460
8096 In Lieu of Property Taxes	1,906,135	1,906,135	1,906,135	1,906,135	1,906,135	1,906,135
	7,973,834	8,240,742	8,491,360	8,771,603	9,060,135	9,358,213
Federal Revenue						
8181 Special Education - Entitlement	119,412	119,412	119,412	123,353	127,411	131,603
8220 Federal Child Nutrition	684,351	684,351	684,351	706,935	730,193	754,216
8290 Title I, Part A - Basic Low Income	164,871	164,871	164,871	170,312	175,915	181,703
8291 Title II, Part A - Teacher Quality	17,214	17,214	17,214	17,782	18,367	18,971
8293 Title III - Limited English	37,670	37,670	37,670	38,913	40,193	41,516
8296 Other Federal Revenue	12,803	12,803	12,803	13,225	13,661	14,110
	1,036,321	1,036,321	1,036,321	1,070,520	1,105,740	1,142,119
Other State Revenue						
8311 State Special Education	443,140	443,140	443,140	457,764	472,824	488,380
8520 Child Nutrition	172,636	172,636	172,636	178,333	184,200	190,260
8550 Mandated Cost	14,832	14,832	14,832	15,321	15,826	16,346
8560 State Lottery	127,563	127,563	127,563	131,772	136,108	140,586
8599 Other State Revenue	1,997,332	1,997,332	1,997,332	2,063,244	2,131,125	2,201,239
	2,755,503	2,755,503	2,755,503	2,846,434	2,940,082	3,036,611
Other Local Revenue						
8689 Other Fees and Contracts	300,000	300,000	300,000	309,900	320,096	330,627
8698 ASB Fundraising	12,418	12,418	12,418	12,828	13,250	13,686
8880 Contributions, Unrestricted	600,000	600,000	600,000	600,000	600,000	600,000
	912,418	912,418	912,418	922,728	933,346	944,313
Total Revenue	\$ 12,678,076	\$ 12,944,984	\$ 13,195,602	\$ 13,611,285	\$ 14,039,302	\$ 14,481,455
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	2,641,100	2,716,635	2,794,603	2,872,852	2,953,292	3,035,984
1170 Teachers' Substitute Hours	300,000	308,580	317,436	326,324	335,462	344,854
1175 Teachers' Extra Duty/Stipends	553,068	568,886	585,213	601,599	618,443	635,760
1200 Pupil Support Salaries	195,721	201,319	207,097	212,895	218,856	224,984
1300 Administrators Salaries	558,619	574,596	591,086	607,637	624,651	642,141
	4,248,508	4,370,015	4,495,435	4,621,307	4,750,704	4,883,723
Classified Salaries						
2100 Instructional Salaries	543,999	559,557	575,617	591,734	608,302	625,335
2200 Support Salaries	659,329	678,186	697,650	717,184	737,266	757,909
2300 Classified Administrators' Salaries	125,303	128,887	132,586	136,298	140,114	144,038
2400 Clerical and Office Staff Salaries	635,727	653,909	672,676	691,511	710,874	730,778
2900 Other Classified Salaries	128,794	132,477	136,279	140,095	144,018	148,050
	2,093,152	2,153,016	2,214,808	2,276,823	2,340,574	2,406,110
Benefits						
3101 STRS	811,465	834,673	858,628	882,670	907,384	932,791
3301 OASDI	129,775	133,487	137,318	141,163	145,116	149,179
3311 Medicare	91,954	94,584	97,299	100,023	102,824	105,703
3401 Health and Welfare	780,000	802,308	825,334	848,444	872,200	896,622
3501 State Unemployment	8,000	8,229	8,465	8,702	8,946	9,196
3601 Workers' Compensation	48,000	49,373	50,790	52,212	53,674	55,177
	1,869,195	1,922,654	1,977,834	2,033,213	2,090,143	2,148,667

Wonderful College Prep Academy - Lost Hills

Multi-Year Forecast

Revised 6/10/2024



	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Budget	Forecast	Forecast	Forecast	Forecast	Forecast
Books and Supplies						
4100 Textbooks and Core Curricula	101,137	104,029	107,015	110,011	113,092	116,258
4200 Books and Other Materials	26,714	27,478	28,267	29,059	29,872	30,709
4315 Custodial Supplies	100,000	102,860	105,812	108,775	111,821	114,951
4320 Educational Software	95,587	98,320	101,142	103,974	106,886	109,878
4325 Instructional Materials & Supplies	175,076	180,084	185,252	190,439	195,771	201,253
4330 Office Supplies	30,464	31,335	32,235	33,137	34,065	35,019
4345 Non Instructional Materials & Supplies	26,450	27,206	27,987	28,771	29,577	30,405
4347 PE Equipment & Supplies	1,850	1,903	1,958	2,012	2,069	2,127
4350 Uniforms	10,700	11,006	11,322	11,639	11,965	12,300
4355 Athletic Uniforms & Supplies	39,500	40,630	41,796	42,966	44,169	45,406
4360 Promotional Items	2,180	2,242	2,307	2,371	2,438	2,506
4365 Student Incentives	11,530	11,860	12,200	12,542	12,893	13,254
4366 School Climate / Culture	172,189	177,114	182,197	187,299	192,543	197,934
4370 Other Supplies	59,440	61,140	62,895	64,656	66,466	68,327
4400 Noncapitalized Equipment	134,380	138,223	142,190	146,172	150,264	154,472
4700 Student Food & Disposables	332,384	341,890	351,702	361,550	371,674	382,080
4710 Adult Food & Catering	800	823	846	870	895	920
4720 Other (non-NSLP) Food	35,369	36,381	37,425	38,473	39,550	40,657
	1,355,751	1,394,525	1,434,548	1,474,716	1,516,008	1,558,456
Subagreement Services						
5102 Special Education	30,000	30,858	31,744	32,632	33,546	34,485
5104 Transportation	122,000	125,489	129,091	132,705	136,421	140,241
5105 Security	20,000	20,572	21,162	21,755	22,364	22,990
5106 Other Educational Consultants	758,650	780,347	802,743	825,220	848,326	872,079
	930,650	957,267	984,740	1,012,313	1,040,656	1,069,796
Operations and Housekeeping						
5200 Travel & Conferences	11,400	11,726	12,063	12,400	12,748	13,104
5210 Mileage Reimbursement	4,770	4,906	5,047	5,189	5,334	5,483
5300 Dues & Memberships	73,840	75,952	78,131	80,319	82,568	84,880
5310 Hiring Costs	1,700	1,749	1,799	1,849	1,901	1,954
5320 Tuition Assistance	15,810	16,262	16,729	17,197	17,679	18,174
5400 Insurance	87,500	90,003	92,586	95,178	97,843	100,583
5501 Utilities	332,000	341,495	351,296	361,132	371,244	381,639
5502 Janitorial Services	251,448	258,639	266,062	273,512	281,170	289,043
5503 Landscaping Supplies & Services	20,000	20,572	21,162	21,755	22,364	22,990
5516 Miscellaneous Expense	13,500	13,886	14,285	14,685	15,096	15,518
5531 ASB Fundraising Expense	12,418	12,773	13,139	13,507	13,885	14,274
5900 Communications	33,000	33,944	34,918	35,896	36,901	37,934
5901 Postage and Shipping	6,700	6,892	7,089	7,288	7,492	7,702
	864,085	888,798	914,307	939,907	966,225	993,279
Facilities, Repairs and Other Leases						
5604 Other Leases	7,500	7,715	7,936	8,158	8,387	8,621
5605 Real/Personal Property Taxes	21,000	21,601	22,221	22,843	23,482	24,140
5610 Repairs and Maintenance	257,955	265,333	272,948	280,590	288,447	296,523
	286,455	294,648	303,104	311,591	320,315	329,284

Wonderful College Prep Academy - Lost Hills

Multi-Year Forecast

Revised 6/10/2024



	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Budget	Forecast	Forecast	Forecast	Forecast	Forecast
Professional/Consulting Services						
5810 IT	40,000	41,144	42,325	43,510	44,728	45,981
5815 Audit & Taxes	4,200	4,320	4,444	4,569	4,696	4,828
5820 Legal	4,500	4,629	4,762	4,895	5,032	5,173
5825 Professional Development	59,615	61,320	63,080	64,846	66,662	68,528
5830 Consultants Non-Instructional	14,890	15,316	15,755	16,197	16,650	17,116
5832 Contracted Labor - Harvest Hall	13,170	13,547	13,935	14,326	14,727	15,139
5835 General Contracted Labor	23,500	24,172	24,866	25,562	26,278	27,014
5840 Special Activities / Field Trips	321,498	330,692	340,183	349,708	359,500	369,566
5845 Bank Charges	2,720	2,798	2,878	2,959	3,042	3,127
5850 Printing	45,000	46,287	47,615	48,949	50,319	51,728
5860 Management Fee	55,000	56,573	58,197	59,826	61,501	63,223
5870 County Fees	34,500	35,487	36,505	37,527	38,578	39,658
	<u>618,593</u>	<u>636,284</u>	<u>654,546</u>	<u>672,873</u>	<u>691,713</u>	<u>711,081</u>
Depreciation						
6900 Depreciation Expense	105,831	105,831	105,831	105,831	105,831	105,831
	<u>105,831</u>	<u>105,831</u>	<u>105,831</u>	<u>105,831</u>	<u>105,831</u>	<u>105,831</u>
Total Expenses	\$ 12,372,220	\$ 12,723,038	\$ 13,085,152	\$ 13,448,573	\$ 13,822,170	\$ 14,206,228
Surplus (Deficit)	\$ 305,856	\$ 221,945	\$ 110,449	\$ 162,711	\$ 217,132	\$ 275,228
Fund Balance, Beginning of Year	\$ 2,743,599	\$ 3,049,455	\$ 3,271,400	\$ 3,381,850	\$ 3,544,561	\$ 3,761,693
Fund Balance, End of Year	\$ 3,049,455	\$ 3,271,400	\$ 3,381,850	\$ 3,544,561	\$ 3,761,693	\$ 4,036,921
	24.6%	25.7%	25.8%	26.4%	27.2%	28.4%

KERN COUNTY BOARD OF EDUCATION
COUNTY OF KERN, STATE OF CALIFORNIA

4.2.1

RESOLUTION ESTABLISHING)
APPROPRIATIONS LIMIT UNDER)
GOVERNMENT CODE §§ 7900, ET SEQ.)
_____)

Resolution No. 2425-02

Recitals

1. Government Code §§7900, et seq., require local jurisdictions, including school districts, to establish each year the appropriations limit applicable to that entity.
2. Government Code §7902.1 provides that where the proceeds of taxes for a school district exceed the preliminarily calculated appropriations limit, the district may by resolution increase its appropriations limit.
3. As shown in the attached staff report, an adjustment to our appropriations limit would be appropriate for the current fiscal year.

Action Taken

NOW, THEREFORE, THE BOARD RESOLVES THAT:

1. **Recitals Approved.** The above recitals are approved and found to be correct.
2. **Appropriations Limit for Current Fiscal Year Established.** The appropriations limit applicable to the district for the current fiscal year is established as \$18,811,347.79, an amount equal to the estimated amount of proceeds of taxes as calculated by staff.
3. **Appropriations Limit Recalculated for Prior Fiscal Year.** As required by Education Code §42132, the recalculated appropriations limit for the prior fiscal year is \$26,150,823.23.
4. **Periodic Readjustments.** The Superintendent or designee is authorized to act on behalf of the Board in adjusting our appropriations limit if and when there may be an update in reported proceeds of taxes.

October 8, 2024

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

Signed _____
John G. Mendiburu
Ex Officio Secretary
County Superintendent of Schools

	2023-24 Calculations				2024-25 Calculations			
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals		
	2023-24 Annual Report		2024-25 Annual Estimate					
CURRENT YEAR PROGRAM ADA								
Unaudited actuals data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the COE								
1.	Total County Program ADA (Form A, Line B1d)		0.00			0.00		0.00
2.	Total Charter Schools ADA (Form A, Line C2d plus C6d)		0.00			0.00		0.00
3.	Total Current Year ADA (Lines B1 through B2)		0.00			0.00		0.00
CURRENT YEAR DISTRICT ADA								
4.	Total District Gann ADA (Sum of all District Form GANN, Line B3)		166,321.29			166,931.39		
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED								
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)								
1.	Homeowners' Exemption (Object 8021)		141,953.20		139,024.00		139,024.00	
2.	Timber Yield Tax (Object 8022)		.03		0.00		0.00	
3.	Other Subventions/In-Lieu Taxes (Object 8029)		0.00		0.00		0.00	
4.	Secured Roll Taxes (Object 8041)		23,127,127.96		23,865,799.00		23,865,799.00	
5.	Unsecured Roll Taxes (Object 8042)		2,360,881.69		2,444,310.00		2,444,310.00	
6.	Prior Years' Taxes (Object 8043)		93,105.69		0.00		0.00	
7.	Supplemental Taxes (Object 8044)		589,210.65		512,891.00		512,891.00	
8.	Ed. Rev. Augmentation Fund (ERAF) (Object 8045)		0.00		0.00		0.00	
9.	Penalties and Int. from Delinquent Taxes (Object 8048)		18,104.87		0.00		0.00	
10.	Receipts from County Bd. of Supervisors (Object 8070)		0.00		0.00		0.00	
11.	Other In-Lieu Taxes (Object 8082)		2,847.39		0.00		0.00	
12.	Comm. Redevelopment Funds (Objects 8047 & 8625)		1,058,264.17		1,118,048.00		1,118,048.00	
13.	Parcel Taxes (Object 8621)		0.00		0.00		0.00	
14.	Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)		0.00		0.00		0.00	
15.	Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)		0.00		0.00		0.00	
16.	Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)							
17.	TOTAL TAXES AND SUBVENTIONS (Lines C1 through C16)		27,391,495.65		28,080,072.00		28,080,072.00	

	2023-24 Calculations		2024-25 Calculations			
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
18. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)						
19. TOTAL LOCAL PROCEEDS OF TAXES (Lines C17 plus C18)	27,391,495.65	0.00	27,391,495.65	28,080,072.00	0.00	28,080,072.00
EXCLUDED APPROPRIATIONS						
20a. Medicare (Enter federally mandated amounts only from obj: 3301 and 3302; do not include negotiated amounts)			1,825,882.00			2,136,087.00
20b. Qualified Capital Outlay Projects						
OTHER EXCLUSIONS						
21. Americans with Disabilities Act						
22. Unreimbursed Court Mandated Desegregation Costs						
23. Other Unfunded Court-ordered or Federal Mandates						
24. TOTAL EXCLUSIONS (Lines C20 through C23)			1,825,882.00			2,136,087.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
25. LCFE - CY (objects 8011 and 8012)	54,383,945.00		54,383,945.00	52,310,400.00		52,310,400.00
26. LCFE/Revenue Limit State Aid - Prior Years (Object 8019)	(203,792.00)		(203,792.00)	0.00		0.00
27. TOTAL STATE AID RECEIVED (Line C25 plus C26)	54,180,153.00	0.00	54,180,153.00	52,310,400.00	0.00	52,310,400.00
DATA FOR INTEREST CALCULATION						
28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)	299,902,397.30		299,902,397.30	323,314,749.00		323,314,749.00
29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)	6,273,281.80		6,273,281.80	6,273,281.80		6,273,281.80
D. APPROPRIATIONS LIMIT CALCULATIONS						
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A12)			7,280,861.89			7,954,805.44
2. Inflation Adjustment			1,0444			1,0362
3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)			0.0000			0.0000
4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)			0.00			0.00
5. Revised Prior Year Other Services Limit (Lines A2 plus A13)			16,654,422.74			18,196,017.79

	2023-24 Calculations			2024-25 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
6. Inflation Adjustment			1,0444			1,0362
7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)			1,0134			0,9977
8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)			17,626,957.09			18,811,347.79
9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)			17,626,957.09			18,811,347.79
APPROPRIATIONS SUBJECT TO THE LIMIT						
10. Local Revenues Excluding Interest (Line C19)			27,391,495.65			28,080,072.00
11. Preliminary State Aid Calculation a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)			0.00			0.00
12. Local Revenues in Proceeds of Taxes Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a]) a. 585,205.58			27,976,705.23			555,618.82
b. Total Local Proceeds of Taxes (Lines D10 plus D12a)			0.00			28,635,690.82
13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)			0.00			0.00
14. Total Appropriations Subject to the Limit a. Local Revenues (Line D12b) b. State Subventions (Line D13) c. Less: Excluded Appropriations (Line C24) d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)			26,150,823.23			26,150,823.23
15. Adjustments to the Limit Per Government Code Section 7902.1 (Line D14d minus D9)			8,523,866.14			
SUMMARY						
16. Adjusted Appropriations Limit (Lines D9 plus D15)			26,150,823.23			18,811,347.79
17. Appropriations Subject to the Limit (Line D14d)			26,150,823.23			

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District / Program KCSOS / Alternative Education

Person completing this form: Molly Mier Title: Director

Quarterly Report Submission Date: Oct 1, 2024 (for period Jul 1 – Sep 30)
 (check one) Jan 1, 2025 (for period Oct 1 – Dec 31)
 April 1, 2025 (for period Jan 1 – Mar 31)
 July 1, 2025 (for period Apr 1 – Jun 30)

Date for information to be reported publicly at governing board meeting: Tuesday, October 8, 2024

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Mis-assignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Dr. John G. Mendiburu / Molly Mier
 Print Name of District Superintendent / Program Administrator


 Signature of District Superintendent / Program Administrator

Once completed, send copy to District Advisory Services, KCSOS, 1300 17th Street, 6th Floor, Bakersfield (Fax# 661-636-4121)

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District / Program: KCSOS, Department of Special Education Services

Person completing this form: Justin Thompson Title: Director

Quarterly Report Submission Date: Jan 1, 2024 (for period Oct 1 – Dec 31)
 (check one) April 1, 2024 (for period Jan 1 – Mar 31)
 July 1, 2024 (for period Apr 1 – Jun 30)
XX Oct 1, 2024 (for period Jul 1 – Sep 30)


Date for information to be reported publicly at governing board meeting: April 9, 2024

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Mis-assignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Justin Thompson, Director, Special Education Services
 Print Name of District Superintendent / Program Administrator



 Signature of District Superintendent / Program Administrator

Once completed, send copy to District Advisory Services, KCSOS, 1300 17th Street, Bakersfield (Fax# 661-636-4121)