



Hayward
Twin Oaks
Montessori School

HAYWARD TWIN OAKS MONTESSORI

Charter Renewal Petition

For the term July 1, 2026 through June 30, 2031

**Submitted to the
Hayward Unified School District Board of Education**

November 25, 2025

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LETTER OF INTENT

Via Hand Delivery

Hayward Unified School District Board of Education
24411 Amador Street
Hayward, CA 94544

RE: Formal Application for Charter Renewal for Hayward Twin Oaks Montessori

Dear Members of the Hayward Unified School District Board of Education:

As the Superintendent for Hayward Twin Oaks Montessori (“Twin Oaks” or the “Charter School”), I hereby submit the charter renewal petition (“Petition”) to the Hayward Unified School District Board of Education (the “District Board”) for renewal of Twin Oaks in accordance with Education Code Sections 47605 and 47607.2(b).

Twin Oaks is honored by the opportunity to apply for the renewal of a charter school that will continue to serve families in Hayward and the East Bay Area. Twin Oaks is eager to work with the Superintendent of the Hayward Unified School District (“HUSD” or the “District”) and the HUSD staff to provide the best possible educational opportunities for all students.

Twin Oaks looks forward to working with the District Board and HUSD during the charter renewal process. To this end, Twin Oaks pledges to work cooperatively with District staff to answer any questions regarding this Petition and to present the District Board with the strongest possible proposal for a five-year term from July 1, 2026, through June 30, 2031. Please do not hesitate to contact Twin Oaks at any time, should you have any questions or concerns.

Sincerely,



Yanira Ledezma
Superintendent, Hayward Twin Oaks Montessori
951 Palisade Street
Hayward, CA 94542

AFFIRMATIONS AND DECLARATION

Hayward Twin Oaks Montessori (“Twin Oaks” or the “Charter School”) hereby certifies that the information submitted in this charter renewal petition (“Petition”) for renewal of the charter term for a California public charter school named Hayward Twin Oaks Montessori and to be operated by Hayward Twin Oaks Montessori, a nonprofit public benefit corporation, is true to the best of the Charter School’s knowledge and belief. Twin Oaks also certifies that it is located within the boundaries of the Hayward Unified School District (“HUSD” or the “District”). Further, Twin Oaks understands that if the Petition is renewed, 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)]
- Hayward Twin Oaks Montessori declares that it shall be deemed the exclusive public school employer of the employees of Twin Oaks for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Sections 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973

("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall comply with Education Code Section 51745, *et seq.* related to independent study, as applicable.
- The Charter School shall, on a regular basis, consult with its parents/guardians and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION

Hayward Twin Oaks Montessori is an independent charter school authorized by the Hayward Unified School District. The Charter School is incorporated as a 501(c)(3) tax-exempt, nonprofit public benefit corporation with its own governing board, and is fully accredited by both the Western Association of Schools and Colleges (“WASC”) and the American Montessori Society (“AMS”).

Twin Oaks’ focus is to deliver a college preparatory education that provides the Hayward community with an authentic, public Montessori program. Since inception, Twin Oaks, and its predecessor schools (Silver Oak High School and Golden Oak Montessori School), have worked to implement sustainable public Montessori programs aligned with the educational philosophy of Dr. Maria Montessori.

Twin Oaks offers a rigorous, holistic education that includes highly qualified instructors, a comprehensive curriculum, a supportive educational community, and expansive resources for students, families and staff. The program is arranged as such to ensure students make appropriate progress toward postsecondary success and achievement of the Charter School’s mission, all in furtherance of the Twin Oaks vision.

MISSION

Twin Oaks’ mission is “Hayward Twin Oaks Montessori is an American Montessori Society college and career preparatory program guiding a diverse community of learners for lives of achievement. We nurture, inspire, and empower lifelong learners, global citizens, and environmental stewards who shape the world they inherit.”

VISION

Hayward Twin Oaks Montessori School provides a rigorous Montessori education, through individualized and collaborative mastery learning. Students become lifelong learners who achieve personal growth and develop social responsibility. Based on the principles of inclusion, acceptance, respect, and trust, students become mindful individuals and engaged innovative leaders of the future. By promoting critical thinking, creativity, and imagination, Twin Oaks prepares students to become active participants in the evolving global community. We envision a world where changemakers innovate, embody GRACE*, and positively impact lives and communities.

*GRACE stands for: generosity, responsibility, advocacy, calmness, and engagement.

Following the combination of its two predecessor schools into Twin Oaks, which serves grades 1-12, the Charter School has experienced strong student achievement and growth under its singular mission and vision. While highlights of these accomplishments are included below, Twin Oaks’ results are fully detailed in the following Charter Renewal Criteria section of this Petition.

ACCOMPLISHMENTS

- Silver Oak High School, the secondary predecessor to Twin Oaks, was the first and only public Montessori high school in the United States to be accredited by both the Western Association of Schools and Colleges and the American Montessori Society.
- Twin Oaks has obtained WASC and AMS dual accreditation with a six (6) year term through June, 2029.

Dashboard Performance

- Twin Oaks' 2025 Dashboard showed significant growth and improvement compared to the 2024 Dashboard, as shown below.

Twin Oaks' 2024 and 2025 Dashboard Colors, Status and Growth

Indicator	2024 Color	2025 Color	2024 to 2025 Growth
ELA	-27.1	-26.3	0.8
Math	-73	-61.9	11.1
ELPI	12.5%	53.8%	41.3%
CCI	23.4%	30.8%	7.4%
Chronic Absenteeism	21.4%	13.1%	-8.3%
Graduation Rate	91.7%	97.6%	6%
Suspension Rate	3%	1.7%	-1.4%

- As shown above, Twin Oaks demonstrated impressive growth on the 2025 Dashboard. Six out of seven indicators (85.7%) achieved a performance level of Yellow, Green or Blue, which is a result of improvements from the prior year. Compared to the state, Twin Oaks showed stronger growth in Math, ELPI, CCI, and Graduation Rate, as well as greater declines in Chronic Absenteeism and Suspension Rate.

High School and Postsecondary Outcomes, Verified Data

- Comparatively, Twin Oaks' graduates showed strong outcomes compared to their peers across Alameda County and the state, as shown by the Class of 2023's data below, which is the most recent publicly available data.

High School Outcomes at Graduation, All students, Class of 2023

All students	4-Year Graduation Rate	Meeting UC/CSU* Requirements	Seal of Biliteracy	Golden State Seal
Twin Oaks	97.1%	94.1%	44.1%	35.3%
County	87.6%	65%	11.9%	32%
State	86.2%	52.4%	12.4%	31.4%

*UC - University of California; CSU - California State University

College Enrollment Outcomes, All Graduates, Class of 2023

All students	Attended college	Attended a 4-yr. college	% to UC + CSU	Attended a 2-yr. college
Twin Oaks	80.6%	50%	44.5%	30.6%
County	72.7%	44%	30.7%	28.6%
State	65.7%	30.3%	21%	35.3%

Growth on Internal Assessments, Verified Data

While detailed further in the following section of the Petition, over the most recent full calendar year of instruction Twin Oaks students “achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school” by accomplishing the following:

- Twin Oaks students averaged one or more years of growth in both reading and math from the Fall, 2024 to Fall, 2025.
- Every grade level with data, which includes 3rd through 12th grade, achieved an average of one year or more of growth in the most recent calendar year.
- Of the student groups with data, 100% of them (eleven out of eleven) showed at least an average of one year of growth in Reading, including three student groups showing more than one year of growth.
- Looking at student growth in Math, nine out of eleven student groups (82%) met the requirements to show one year’s progress and one student group exceeded a year of growth.

THE MONTESSORI MODEL

Adhering to the Montessori philosophy, Twin Oaks believes school is a place where students learn how to be proactive members of their community. As such, Montessori students develop an awareness of the cause-and-effect process of every decision they make with regard to the overall health of the global community. The Charter School supports students, as the ambassadors and innovators of tomorrow, to demonstrate how diverse cultures, technological ingenuity, and innovation can improve lives and the community, all without causing harm to the environment.

Twin Oaks teaches the importance of practical solutions for community stewardship, with an aim to nurture the growth of competent, adaptive, self-motivated citizens, individuals who become responsible leaders for the future.

Twin Oaks focuses on students who, while at Twin Oaks, choose their work from a carefully prepared environment that challenges them to explore, to work together, and to meet the

highest academic expectations. At the same time, Montessori pedagogy allows students to work and learn in multi-age classrooms, where students at various levels - including those with special needs, those who are learning English, and students achieving below and above grade level - can all excel. The Montessori philosophy recognizes all students have different learning styles and their development is not one-size-fits-all. The multi-year class cycle builds strong bonds between students, families, and their teachers.

FINDINGS SUPPORTING RENEWAL

As noted, Twin Oaks' educational model has produced strong results in the most recent charter term and the Charter School has more than met the criteria for renewal. Below is the state's charter renewal criteria, adjusted from education code language to be worded in the positive, and a summary of how Twin Oaks has met each requirement. These accomplishments are also further detailed in later sections of the Petition.

- **The Charter School has presented a sound educational program.**
 - Elements 1, 2 and 3 of the Petition, as well as Twin Oaks' Local Control and Accountability Plan ("LCAP"), which is provided in the Appendix, all outline Twin Oaks' educational program, measurable pupil outcomes and methods of measurement. These elements demonstrate the Charter School's model is rooted in best practices, holds students and staff to high expectations, consistently measures progress toward established outcomes and provides opportunities for adjustments to ensure outcomes are achieved.
- **The Charter School has shown it is demonstrably likely to successfully implement the proposed educational program.**
 - The student outcomes shared here and in the next section of the Petition demonstrate Twin Oaks has been successfully implementing a sound educational program.
 - Petition Elements 1-15 demonstrate Twin Oaks proposes to continue implementing the successful program, while also making adjustments to increase program effectiveness.
- **The Charter School is serving all students who wish to attend.**
 - Twin Oaks is open to all students and accepts all students who apply, provided space is available at the applicable grade level.
 - A public random drawing is used to select students when there are more applicants than available spaces.
 - The Charter School is focused on increasing the diversity of its student population.
- **The Charter School's petition is reasonably comprehensive.**
 - The Charter School will continue to benefit students and families residing in the District and Alameda County by providing a strong educational option for children, as described in this Petition.

- As required, the Petition contains reasonably comprehensive descriptions for each required element and fully describes the educational program illustrating how the Charter School will continue to meet its measurable student outcomes described herein and in the appendix items.
 - The Petition underwent a thorough review by outside legal counsel from the Law Offices of Young, Minney and Corr, LLP (“YMC”). YMC reviews and prepares charter petitions across the state and they are considered some of the foremost experts on charter school law.
- **The Charter School satisfies the academic renewal criteria for a presumptive five-year renewal.**
 - Based on the most recent two years of Dashboard data (2024 and 2025 Dashboards) the Charter School is placed into the middle performing category, as determined by law, and meets the criterion for charter renewal. Renewal terms for middle performing charter schools are for five years. Placement in the middle performing category is based on the following two facts:
 - First, Twin Oaks’ 2024 and 2025 Dashboard did NOT have all red and orange indicators.
 - Twin Oaks earned a performance level of Yellow on three indicators on the 2025 Dashboard: Math, CCI, and Chronic Absenteeism.
 - The Charter School had a Green performance level for ELPI and Suspension Rate on the 2025 Dashboard.
 - The 2025 Graduation Rate earned a performance level of Blue in 2025 and Yellow in 2024.
 - Second, Twin Oaks’ ELPI was above the state average in 2025.

CONCLUSION

Based on the accomplishments and results shared above and throughout this Petition, as well as sustained, strong community interest and support, Twin Oaks, in accordance with the Charter Schools Act of 1992 (“CSA”), hereby petitions the District Board for renewal of the charter term for Hayward Twin Oaks Montessori.

This Petition provides clear evidence that Twin Oaks has exceeded the charter renewal criteria set forth in Education Code Sections 47607 and 47607.2 and offers a strong educational program. In addition, this Petition and its appendices further demonstrate the Charter School is operationally, as well as fiscally sound, and is in compliance with all relevant laws and regulations.

In this Petition, along with a long track record of strong results, the Charter School has presented the case for continuing Twin Oaks’ mission and furthering its ultimate purpose – ensuring student achievement at and beyond the Charter School. Accordingly, as shown in the following section, titled Charter Renewal Criteria, Twin Oaks has met the criteria for charter renewal, which will be for a five year renewal term pursuant to Education Code Section 47607.2(b).

CHARTER RENEWAL CRITERIA

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

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

The three performance categories are as follows:

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

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight, and grade eleven – English Language Arts/Literacy (“ELA”) and Mathematics (“math”)
 - ELA and math display the Distance From Standard (“DFS”) metric

Based on the most recent 2025 Dashboard and as determined by law, the Charter School is placed into the middle performing category, and meets the criterion for charter renewal, which is for a term of five years, as demonstrated below.

DASHBOARD PERFORMANCE CRITERIA” MIDDLE PERFORMING

(1) For all charter schools for which [high- and low- performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the

charter school on the state indicators included in the subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included. - Education Code Section 47607.2(b)

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal. - Education Code Section 47607.2(b)

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

For middle-performing charter schools, Education Code Section 47607.2(b) mandates the District consider the performance of Twin Oaks, schoolwide and for all student groups, on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include CAASPP English Language Arts and math assessments, the English Learner Progress Indicator (“ELPI”), and CCI.

Prior to a full analysis of Twin Oaks’ performance on the Dashboard, data is initially provided to demonstrate the Charter School is in the middle performing category, based on its performance on the 2024 and 2025 Dashboards.

Education Code Section 47607.2 outlines the two criteria that would qualify a charter school as low performing. The first criterion is, “The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels.” The two lowest performance levels on the Dashboard are the colors Orange and Red. Below are the colors earned by Twin Oaks on the 2024 and 2025 Dashboard.

Twin Oaks’ 2024 and 2025 Dashboard Colors

Dashboard Indicator	2024 Color	2025 Color
ELA	Orange	Orange
Math	Orange	Yellow
ELPI	Red	Green
CCI	Orange	Yellow
Chronic Absenteeism	Orange	Yellow
Graduation Rate	Yellow	Blue
Suspension Rate	Orange	Green

As shown above, Twin Oaks did not receive the lowest two performance levels on the Dashboard for each indicator where it received a color over the last two years. Therefore, the criterion cited above for qualifying a school as low performing does not apply to Twin Oaks.

The second criterion that would qualify a school as low performing is also outlined in Education Code Section 47607.2 and reads, in part, “For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average.” As noted, measures of academic performance are: ELA DFS, Math DFS, ELPI, and CCI. Below are the schoolwide results earned by Twin Oaks on the 2024 and 2025 Dashboard on the academic indicators in comparison to the state average.

Twin Oaks’ 2024 Schoolwide Dashboard Performance Compared to State

Academic Indicator	Twin Oaks	State	Twin Oaks Above State?
ELA	-27.1	-13.2	No
Math	-73	-47.6	No
ELPI	12.5%	45.7%	No
CCI	23.4%	45.3%	No

Twin Oaks’ 2025 Dashboard Performance Compared to State

Academic Indicator	Twin Oaks	State	Twin Oaks Above State?
ELA	-26.3	-8.1	No
Math	-61.9	-42.4	No
ELPI	53.8%	46.4%	Yes
CCI	30.8%	51.7%	No

In 2025, Twin Oaks’ ELPI was above the state average, as shown above. Since this is an academic measure, and since Twin Oaks is above the state average, the criterion in Education Code Section 47607.2, cited above, regarding low performing charter schools, does not apply to Twin Oaks.

Given that neither criteria for low performing charter schools applies, and nor do the high performing criteria, Twin Oaks is, by default, a middle performing charter school. The data provided below, along with the information in this Petition, demonstrate Twin Oaks has met the criteria for renewal. Renewal for middle performing charter schools shall be for a period of five years, as outlined in the Education Code.

Below Twin Oaks has provided a more detailed analysis of its performance on the Dashboard in support of approval of its Petition.

2025 DASHBOARD PERFORMANCE

The following tables display Twin Oaks 2025 Dashboard performance indicators and, for comparison purposes, the District's and the state's performance.

Schoolwide Dashboard State Indicators, Comparison of 2025 Performance

Indicator	Twin Oaks	HUSD	California
ELA (academic)	-26.3 Orange	-49 Yellow	-8.1 Yellow
Math (academic)	-61.9 Yellow	-88.8 Orange	-42.4 Yellow
ELPI (academic)	53.8% Green	38.7% Orange	46.4% Green
CCI (academic)	30.8% Yellow	50.3% Green	51.7% Green
Chronic Absenteeism (academic engagement)	13.1% Yellow	24.5% Orange	17.1% Yellow
Graduation Rate (academic engagement)	97.6% Blue	80.2% Green	87.8% Green
Suspension Rate (conditions & climate)	1.7% Green	5.2% Yellow	2.9% Green

As demonstrated above, the status shown on the 2025 Dashboard shows Twin Oaks outperformed the District on six of the seven Dashboard indicators, including ELA, Math, ELPI, Chronic Absenteeism, Graduation Rate, and Suspension Rate. In ELA, Twin Oaks had a DFS of -26.3 compared to the District's -49. In math it was a DFS of -61.9 for Twin Oaks and -88.8 at HUSD. The Charter School showed strong growth in ELPI, compared to 2024, and achieved a rate of 53.8% versus 38.7% at the District. Twin Oaks' growth on this indicator included a performance level of Green. Chronic Absenteeism and Suspension Rate were both lower at Twin Oaks compared to the District, with the Charter School achieving rates, respectively, of 13.1% and 1.7%, compared to 24.5% and 5.2% at the District. Graduation Rate at Twin Oaks achieved the highest performance level of Blue with a 97.6% rate, compared to 80.2% at the District. CCI is an indicator where Twin Oaks is looking to improve. There was strong growth from 2024, with the 2025 rate representing a more than 7% increase. Information regarding Twin Oaks' CCI and additional graduate outcomes is detailed later in this section.

Comparing Twin Oaks' 2025 Dashboard with the state averages, Twin Oaks outperformed the state on four indicators: ELPI, Chronic Absenteeism, Graduation Rate and Suspension Rate. In addition, the Charter School achieved a performance level equal to or greater than the state on five out of seven indicators. This includes the four indicators mentioned as well as math.

A snapshot of Twin Oaks' student group performance for ELA, Math, CCI, Chronic Absenteeism, Graduation Rate and Suspension Rate is included below for reference.

2025 Student Group Performance

Student Group	ELA CAASPP	Math CAASPP	CCI	Chronic Absenteeism	Grad. Rate	Susp. Rate
Schoolwide	-26.3	-61.9	30.8%	13.1%	97.6%	1.7%
African American	-26.2***	-41.3***	N/A	5.9%***	N/A	7.7%***
Asian	28.6	12	N/A	6%	N/A	0%
Filipino	14.5***	3***	N/A	0%***	N/A	0%***
Hispanic	-59	-101.1	30%***	19.3%	100%***	2.6%
White	-2.4	-39	N/A	12.5%	N/A	0%
Two or More Races	-0.7***	-25.7***	N/A	10.4%	N/A	0.8%
English Learners	-90	-117.5	N/A	21.4%	N/A	2.8%
LTEL*	-100.9***	-157.3***	N/A	5.3%***	N/A	5.7%
SD*	-58.9	-100.2	22.6%	15.9%	97.1%	3.5%
SWD*	-93.2	-145	N/A	26%	N/A	0.8%

*LTEL - Long Term English Learner; SD - Socioeconomically Disadvantaged; SWD - Students with Disabilities

**N/A means the student group had fewer than 11 students eligible for the particular indicator

***Means the student group had more than 10 but fewer than 30 students for two consecutive years, so the student group's status is reported on the Dashboard but the student group is not provided a color.

For context, because different indicators apply to different grade levels, some student groups have data on some indicators but not others. For instance, ELA and Math only apply to grade levels taking the CAASPP, which at Twin Oaks is grades 3-8 and 11. Also, Graduation Rate and CCI only apply to grade 12. However, Suspension Rate applies to all grades at Twin Oaks (1st-12th). This is why more student groups show data and colors for Suspension Rate compared to ELA, Math, Graduation Rate and CCI.

2025 Student Group Performance Comparison: ELA

Indicator	Student Group	Twin Oaks	HUSD	California
ELA (academic)	Schoolwide	-26.3	-49	-8.1
	African American	-26.2***	-58.4	-51.3
	Asian	28.6	-2.6	61.9
	Filipino	14.5***	23.1	49.6
	Hispanic	-59	-65.7	-33.7
	White	-2.4	-17	23.8
	Two or More Races	-0.7***	-8.5	29.4
	English Learners	-90	-88.9	-59.9
	LTEL	-100.9***	-113.1	-104.5
	SD	-58.9	-58.8	-35.3
SWD	-93.2	-110.8	-89.4	

As demonstrated above, Twin Oaks outperformed the District on 2025 ELA DFS for all students and for seven out of ten student groups (70%). ELs and Socioeconomically Disadvantaged students at Twin Oaks were slightly below the District average with the differences being 1.1 and 0.1 DFS points, respectively.

2025 Student Group Performance Comparison: Math

Indicator	Student Group	Twin Oaks	HUSD	California
Math (academic)	Schoolwide	-61.9	-88.8	-42.4
	African American	-41.3***	-113.9	-95.8
	Asian	12	-27.1	51.9
	Filipino	3***	-21.9	14.2
	Hispanic	-101.1	-105.7	-73.6
	White	-39	-52.3	6.2
	Two or More Races	-25.7***	-56.9	0.7
	English Learners	-117.5	-117.4	-86.1
	LTEL	-157.3***	-165.1	-158.9
	SD	-100.2	-98.3	-72.9
	SWD	-145	-144.3	-120.7

Looking at 2025 math DFS, the data above shows Twin Oaks outperformed the District for all students and, again, for seven out of ten student groups (70%). ELs, Socioeconomically Disadvantaged students and Students with Disabilities at Twin Oaks were slightly below the District average with the differences being 0.1, 1.9, and 0.7 DFS points, respectively.

2025 Student Group Performance Comparison: ELPI

Indicator	Student Group	Twin Oaks	HUSD	California
ELPI (academic)	Schoolwide (all ELs)	53.8%	38.7%	46.4%
	LTEs*	67.5%	41.1%	49.1%

Twin Oaks showed strong growth from 2024 to 2025 on the ELPI indicator. This resulted in performance levels of Green for all ELs and Blue for LTEs on the 2025 Dashboard. In addition, the status achieved by Twin Oaks was higher than both the District and state averages in 2025.

2025 Student Group Performance Comparison: Graduation Rate

Indicator	Student Group	Twin Oaks	HUSD	California
Graduation Rate (academic engagement)	Schoolwide	97.6%	80.2%	87.8%
	Hispanic	100%***	76%	86.9%
	SD	97.1%	80%	86.2%

Similar to the comparison of Chronic Absenteeism, in 2025 Twin Oaks' Graduation Rate outperformed the District and state averages for all students and for the two student groups

where data was available for comparison. In addition, Twin Oaks' improved its graduation rate enough from 2024 to earn performance levels of Blue, the highest level available, for all students and Socioeconomically Disadvantaged students (despite have a 100% graduation rate, there were not enough Hispanic 12th graders to earn a color for this student group).

2025 Student Group Performance Comparison: CCI, Students Qualifying as Prepared

Indicator	Student Group	Twin Oaks	HUSD	California
CCI (academic)	Schoolwide	30.8%	50.3%	51.7%
	Hispanic	30%***	45.1%	45.1%
	SD	22.6%	49.7%	44.8%

CCI Growth, 2024 to 2025: Increase in Students Qualifying as Prepared

	2024 Rate	2025 Rate	Growth
Twin Oaks, All*	23.4%	30.8%	7.4%
Twin Oaks, H*	16.7%	30%	13.3%
Twin Oaks, SD	20%*	22.6%	2.6%
District, All*	48.3%	50.3%	2%
District, H*	42.5%	45.1%	2.7%
District, SD	46.7%	49.7%	3%
State, All*	45.3%	51.7%	6.4%
State, H*	37.4%	45.1%	7.6%
State, SD	37.4%	44.8%	7.4%

*All - schoolwide; H - Hispanic

As shown above, CCI increased at Twin Oaks, the District and across the state from 2024 to 2025, with Twin Oaks showing a more significant increase for both all students and Hispanic students. While this is commendable progress, Twin Oaks is continuing to focus on improving student outcomes and measures the readiness of its high school graduates in multiple methods.

As shown later in this section, Twin Oaks excels on several measures of success for high school graduates. Most recently, 30% of graduating seniors had completed at least one college course while in high school. Further, all graduating seniors at Twin Oaks must complete an internship, providing them valuable experience in preparation for success post high school. Not all of these measures are captured in the CCI indicator, but they do show the Charter School is successfully preparing students for success post high school.

The section below on verified data shows Twin Oaks is outperforming the District, Alameda County students and statewide averages on the following measures: Graduation Rate, University of California (“UC”) and California State University (“CSU”) eligibility, rates of earning the State Seal of Biliteracy and the Golden State Merit Diploma. Further, Twin Oaks students are enrolling in college at far higher rates than their local and statewide peers and this data is also included below.

**2025 Student Group Performance Comparison:
CCI, Students Qualifying as Prepared and Approaching Prepared**

Indicator	Student Group	Twin Oaks	HUSD	California
CCI	Schoolwide	84.6%	64.5%	63.1%

As a result of the efforts taken at Twin Oaks, when looking at the combined percentage of students meeting the top two status levels on CCI (“Prepared” and “Approaching Prepared”), the Charter School far exceeds the District and state averages when looking at all students. Moving forward, Twin Oaks will continue to focus on improving outcomes aligned to postsecondary success for its high school students. This includes expanded Career Technical Education (“CTE”) options, expanding access to college coursework (e.g. through increased dual enrollment offerings and an expanded partnership with Chabot College) and ensuring all students graduate eligible to apply for a UC or CSU program.

2025 Student Group Performance Comparison: Chronic Absenteeism

Indicator	Student Group	Twin Oaks	HUSD	California
Chronic Absenteeism (academic engagement)	Schoolwide	13.1%	24.5%	18.6%
	African American	5.9%***	37.1%	31.3%
	Asian	6%	13.7%	7.5%
	Filipino	0%***	13.2%	9.6%
	Hispanic	19.3%	25.9%	21.7%
	White	12.5%	20.2%	13.5%
	Two or More Races	10.4%	23.2%	16.2%
	English Learners	21.4%	23.7%	20.1%
	LTEL	5.3%***	23.4%	23.9%
	SD	15.9%	26%	23.4%
SWD	26%	31.1%	26.3%	

In 2025 Twin Oaks’ Chronic Absenteeism rate was lower than the District for all students and for all ten student groups where the Charter School had data available for comparison.

2025 Student Group Performance Comparison: Suspension Rate

Indicator	Student Group	Twin Oaks	HUSD	California
Suspension Rate (conditions and climate)	Schoolwide	1.7%	5.2%	2.9%
	African American	7.7%***	10.1%	7.7%
	Asian	0%	2.7%	1%
	Filipino	0%***	2%	1.1%
	Hispanic	2.6%	5.2%	3%
	White	0%	5.2%	2.4%
	Two or More Races	0.8%	6.4%	2.8%
	English Learners	2.8%	4.5%	3.2%
	LTEL	5.7%	8.7%	7%
	SD	3.5%	5.7%	3.6%
SWD	0.8%	7%	5%	

In 2025 Twin Oaks' Suspension Rate was lower than both the District and state averages for all students and for all ten student groups where the Charter School had data available for comparison, although the Charter School and state had identical suspension rates for African American students.

In summary, the 2025 Dashboard data analyzed above shows Twin Oaks has met the criteria for renewal and, further, demonstrates closure of the Charter School is not in the best interest of students. This conclusion especially holds true when giving greater weight to the academic indicators. The 2025 Dashboard results show Twin Oaks is outperforming the District in a majority of Dashboard indicators and for a majority of student groups. Since most students currently enrolled at Twin Oaks would attend a District school if Twin Oaks were not an option, this would likely result in students attending a lower performing school compared to Twin Oaks, which is not in the best interest of students.

The following comparisons were shown in the above data for the 2025 Dashboard that support the findings in the prior paragraph:

- Twin Oaks' 2025 Dashboard showed significant growth and improvement compared to the 2024 Dashboard. This is evidenced by the Charter School earning one Blue, two Green, two Yellow and one Orange performance level in 2025 compared to only Yellow (one), Orange (five) and Red (one) performance levels in 2024.
- Twin Oaks overperformed the District average on six out of seven Dashboard indicators on the 2025 Dashboard
- Twin Oaks overperformed the state average on four out of seven Dashboard indicators on the 2025 Dashboard
- ELA: Twin Oaks outperformed the District for all students and for 7 out of 10 (70%) of student groups.
- Math: Twin Oaks outperformed the District for all students and for 7 out of 10 (70%) of student groups.
- ELPI: Twin Oaks outperformed the District and the state on the ELPI for both all ELs and for LTELs, as well as earned Green and Blue performance levels, respectively.
- Graduation Rate: In 2025 Twin Oaks outperformed both the District and state averages for all students and for the two student groups where Twin Oaks has data available. Twin Oaks earned a Blue performance level, the highest available, for its graduation rate for both all students and Socioeconomically Disadvantaged students, while 100% of Hispanic students at Twin Oaks graduated.
- CCI: In 2025 Twin Oaks showed stronger growth, compared to the District average, for all students and Hispanic students on CCI. In addition, Twin Oaks had a higher percentage of students qualify as either Prepared or Approaching Prepared, compared to the District and state averages for these combined performance levels.
- Chronic Absenteeism: Twin Oaks outperformed the District for all students and for every student group where data was generated at Twin Oaks (ten out of ten).
- Suspension Rate: Twin Oaks outperformed the District for all students and for every student group (ten out of ten) where Twin Oaks has data available.

2024 DASHBOARD PERFORMANCE

The following tables display Twin Oaks 2024 Dashboard performance indicators and, for

comparison purposes, the District's and the state's performance. Similar to the 2025 Dashboard results summary above, there is a summary of Twin Oaks performance on the 2024 Dashboard following the analysis of available data for each indicator.

Schoolwide Dashboard State Indicators, Comparison of 2024 Performance

Indicator	Twin Oaks	HUSD	California
ELA (academic)	-27.1 Orange	-55.4 Orange	-13.2 Orange
Math (academic)	-73 Orange	-91.4 Orange	-47.6 Orange
ELPI (academic)	12.5% Red	42.7% Orange	45.7% Orange
CCI (academic)	23.4% Orange	46.1% Green	45.3% Yellow
Chronic Absenteeism (academic engagement)	21.4% Orange	26.8% Yellow	18.6% Yellow
Graduation Rate (academic engagement)	91.7% Yellow	77.4% Yellow	86.7% Yellow
Suspension Rate (conditions & climate)	3% Orange	5.6% Orange	3.2% Green

As demonstrated above, in comparison with the District in 2024 Twin Oaks outperformed HUSD in ELA (-27.1 to -55.4) and math (-73 to -91.4), as well as Chronic Absenteeism (21.4% to 26.8%), Graduation (91.7% to 77.4%) and Suspension Rates (3% to 5.6%). Twin Oaks also outperformed the state in Graduation Rate (91.7% compared to 86.7%) and Suspension Rate (3% compared to 3.2%).

A snapshot of Twin Oaks' student group performance for ELA, Math, CCI, Chronic Absenteeism, Graduation Rate and Suspension Rate is included below for reference.

2024 Student Group Performance

Student Group	ELA CAASPP	Math CAASPP	CCI	Chronic Absenteeism	Grad. Rate	Susp. Rate
Schoolwide	-27.1	-73	23.4%	21.4%	91.7%	3%
African American	-39.3*	-111.8*	N/A	38.9%*	N/A	3.8%*
Asian	15*	-30.7*	N/A	13.3%	N/A	0%
Filipino	49.1*	-20*	N/A	13.6%*	N/A	0%
Hispanic	-57.9	-102.2	16.7%*	22.2%	93.5%*	3.9%
White	1.9	-37.1	N/A	22.8%	N/A	1.3%
Two or More Races	10*	-26.7*	N/A	22.7%	N/A	4.5%
English Learners	-91.1	-114	N/A	19.3%	N/A	1.1%
LTEL*	-117.7*	-166.8*	N/A	20%*	N/A	2.2%
SD*	-28.2	-74.2	20%*	19.7%	90.2%*	3%
SWD*	-104.8	-141.2	0%*	27.4%	93.2%*	4.9%

2024 Student Group Performance Comparison: ELA

Indicator	Student Group	Twin Oaks	HUSD	California
ELA (academic)	Schoolwide	-27.1	-55.4	-13.2
	African American	-39.3*	-67.8	-58.9
	Asian	15*	-9.2	60.7
	Filipino	49.1*	16	45.8
	Hispanic	-57.9	-71.1	-39.3
	White	1.9	-22.3	19.2
	Two or More Races	10*	-24.4	24.3
	English Learners	-91.1	-93.9	-67.6
	LTEL	-117.7*	-114.5	-109.6
	SD	-28.2	-64.2	-40.9
	SWD	-104.8	-126	-95.6

When looking at 2024 ELA performance on the Dashboard by student group, Twin Oaks outperformed the District for all students and for 9 out of 10 (90%) of student groups. Compared to the state, Twin Oaks African American and Filipino students outperformed their peers, although these were not significant student groups at Twin Oaks.

2024 Student Group Performance Comparison: Math

Indicator	Student Group	Twin Oaks	HUSD	California
Math (academic)	Schoolwide	-73	-91.4	-47.6
	African American	-111.8*	-119	-102.2
	Asian	-30.7*	-32.7	49.5
	Filipino	-20*	-25.4	10.4
	Hispanic	-102.2	-106.9	-79.2
	White	-37.1	-50.3	-10.3
	Two or More Races	-26.7*	-55.5	-5.3
	English Learners	-114	-120.7	-93.4
	LTEL	-166.8*	-160.6	-163.5
	SD	-74.2	-99.7	-78.2
	SWD	-141.2	-154.5	-124.3

The 2024 Math performance on the Dashboard by student group, displayed above, shows Twin Oaks outperformed the District for all students and for 9 out of 10 (90%) of student groups.

2024 Student Group Performance Comparison: ELPI

Indicator	Student Group	Twin Oaks	HUSD	California
ELPI (academic)	Schoolwide (all ELs)	12.5%	42.7%	45.7%
	LTEls	5%	46.8%	45.8%

In 2024 the Charter School achieved a Red performance level on the Dashboard which resulted from a combination of poor performance on ELPI and a lower than required participation rate for ELs on the English Language Proficiency Assessment (“ELPAC”). As shown above, with the

2025 Dashboard, Twin Oaks saw strong improvement as it focused on both improved student outcomes and increasing the testing participation rate.

2024 Student Group Performance Comparison: CCI, Students Qualifying as Prepared

Indicator	Student Group	Twin Oaks	HUSD	California
CCI (academic)	Schoolwide	23.4%	46.1%	45.3%
	Hispanic	16.7%*	40.8%	37.4%
	SD	20%*	44.6%	37.4%
	SWD	0%*	28.1%	13.5%

**2024 Student Group Performance Comparison:
CCI, Students Qualifying as Prepared and Approaching Prepared**

Indicator	Student Group	Twin Oaks	HUSD	California
CCI	Schoolwide	66%	61.3%	63.1%

As shown above, while the percentage of students qualifying as Prepared on CCI is not a strong comparison for the Charter School, for the 2024 CCI, Twin Oaks had a higher percentage of students who qualified as either Prepared or Approaching Prepared compared to the District and state averages.

As noted in the 2025 analysis of CCI, Twin Oaks is continuing to focus on improving student outcomes for high school graduates so they are increasingly prepared for post-high school success. While the Charter School has strong comparison results on many indicators of high school success, improving results on CCI will continue to be a priority in the new charter term.

2024 Student Group Performance Comparison: Chronic Absenteeism

Indicator	Student Group	Twin Oaks	HUSD	California
Chronic Absenteeism (academic engagement)	Schoolwide	21.4%	26.8%	18.6%
	African American	38.9%*	38.7%	31.3%
	Asian	13.3%	16.8%	7.5%
	Filipino	13.6%*	13.5%	9.6%
	Hispanic	22.2%	27.8%	21.7%
	White	22.8%	24.9%	13.5%
	Two or More Races	22.7%	25.3%	16.2%
	English Learners	19.3%	26.6%	20.1%
	LTEL	20%*	25.5%	23.9%
	SD	19.7%	28.4%	23.4%
	SWD	27.4%	33.3%	26.3%

When looking at 2024 Chronic Absenteeism rates by student group, Twin Oaks outperformed the District for all students and for every student group where a color was generated at Twin Oaks. Of the three student groups at Twin Oaks with data, but no Dashboard color, one outperformed HUSD while the other two were statistically equivalent to the District's rate and within 0.1% to 0.2%. Compared to the state, Twin Oaks' English Learners, Long Term English

Learners and Socioeconomically Disadvantaged students outperformed their peers.

2024 Student Group Performance Comparison: Graduation Rate

Indicator	Student Group	Twin Oaks	HUSD	California
Graduation Rate (academic engagement)	Schoolwide	91.7%	77.4%	86.7%
	Hispanic	93.5%*	73.4%	85.3%
	SD	90.2%*	76.3%	84.4%
	SWD	93.2%*	67.7%	74.4%

As demonstrated above, on Graduation Rate in 2024 Twin Oaks outperformed both the District and state for all students and for the three student groups where Twin Oaks has data available.

2024 Student Group Performance Comparison: Suspension Rate

Indicator	Student Group	Twin Oaks	HUSD	California
Suspension Rate (conditions and climate)	Schoolwide	3%	5.6%	3.2%
	African American	3.8%*	12.1%	8.4%
	Asian	0%	3%	1%
	Filipino	0%	2%	1.2%
	Hispanic	3.9%	5.4%	3.4%
	White	1.3%	5.9%	2.6%
	Two or More Races	4.5%	5.7%	3%
	English Learners	1.1%	4.4%	3.4%
	LTEL	2.2%	9.5%	8.1%
	SD	3%	5.9%	4%
SWD	4.9%	6.9%	5.4%	

Similar to Graduation Rate, when looking at the 2024 Suspension Rate Twin Oaks outperformed the District for all students and for every student group (10 out of 10) where Twin Oaks has data available. Compared to the state, Twin Oaks achieved a lower suspension rate for all students and for 8 out of 10 (80%) of student groups.

Aligned to the summary analysis of Twin Oaks’ performance on the 2025 Dashboard, the 2024 Dashboard data, shown above, further demonstrates Twin Oaks should be renewed and shows closure is not in the best interest of students. This conclusion continues to hold when giving greater weight to the academic indicators. As shown above, Twin Oaks is outperforming the District in a majority of Dashboard indicators and for a majority of student groups. Attending a lower performing school is not in the best interest of students, but that is likely what would happen for a majority of students enrolled at Twin Oaks if the Charter School was not available as an option. Hayward, along with the greater Bay Area, need an increasing number of high quality public schools and Twin Oaks adds to this inventory of choices for students and families.

The following comparisons were shown in the above data for the 2024 Dashboard that support the findings in the prior paragraph:

- ELA: Twin Oaks outperformed the District average for all students and for nine out of

- ten (90%) of student groups.
- Math: Twin Oaks outperformed the District average for all students and for nine out of ten (90%) of student groups.
- Chronic Absenteeism: Twin Oaks outperformed the District average for all students and for every student group where a color was generated at Twin Oaks (seven out of seven).
- Graduation Rate: In 2024 Twin Oaks outperformed both the District and state averages for all students and for the three student groups where Twin Oaks had data available.
- Suspension Rate: Twin Oaks outperformed the District for all students and for every student group (ten out of ten) where Twin Oaks has data available.

VERIFIED DATA

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. These criteria and the list of assessments were both updated by the SBE in May, 2023. From the SBE-approved list of reliable assessments, the Charter School currently utilizes the Renaissance STAR Assessment (“STAR”) to meet the verified data requirement for measuring academic growth. Further, the Charter School uses Dataquest to monitor the postsecondary enrollment of its graduates.

Renaissance STAR Performance

Students at Twin Oaks complete the STAR Renaissance assessment (“STAR”) multiple times over the course of the school year, providing several opportunities to measure student progress. Regular assessments during the school year, coupled with strategically placed staff professional development, allow Twin Oaks’ teachers and staff to assess student learning, along with the effectiveness of instruction, and then make adjustments prior to the end of the school year. These during the school year data cycles allow for effective instructional practices to be expanded and students in need of support to be rapidly identified.

In the context of charter renewal and the associated verified data requirements, Twin Oaks has provided the data below to show student growth in academic achievement from Fall, 2024 to Spring, 2025. This data represents the most recent full twelve-month calendar year of academic instruction.

In order to show student growth in alignment with the requirements for verified data, Twin Oaks is using STAR’s student growth percentile (“SGP”), as required. Each time a student takes the assessment, STAR assigns the student an SGP, which compares each individual student’s growth from the prior assessment to growth of similar peers. The expected growth varies based on the student’s previous score, the time between assessments and the individual demographics of the student, as their growth is compared to a large database showing the results of similar students. A student who achieves exactly the amount of projected growth receives a SGP of fifty (50). If a student grows more than predicted, their SGP is higher than fifty (50) and if growth is below projections the SGP is lower than fifty (50).

According to STAR, to show an approximate year’s worth of growth, a student needs to

achieve an SGP between 35 and 65¹. The below results show the schoolwide average SGP for reading and math achieved by Twin Oaks students for the most recent full calendar year of instruction.

Average Student Growth Percentile for Fall, 2024 to Fall, 2025, All Students

Subject	Average SGP	Between 35 and 65?
Reading	56	Yes
Math	50	Yes

As shown, the average SGP for all students at Twin Oaks in both reading and math for the Fall, 2024 to Fall, 2025 time frame was well above the minimum average of 35 that is required to show one year of academic progress. Therefore students, on average, made growth equivalent to one year of learning in reading and in math.

In addition to overall results, Twin Oaks has also shown performance on STAR by grade level and student group for the same time frame above, Fall, 2024 to Fall, 2025.

Average Student Growth Percentile for Fall, 2024 to Fall, 2025, Grade Levels

Grade Level	Reading		Math	
	Average SGP	35 to 65?	Average SGP	35 to 65?
3rd	63	Yes	52	Yes
4th	65	Yes	45	Yes
5th	45	Yes	39	Yes
6th	60	Yes	57	Yes
7th	59	Yes	59	Yes
8th	50	Yes	42	Yes
9th	56	Yes	56	Yes
10th	45.5	Yes	56.5	Yes
11th	50	Yes	49	Yes
12th	52	Yes	42	Yes

As shown above, of the ten grade levels with data (3rd through 12th grade), every grade level achieved an average SGP of between 35 and 65 in both Reading and Math. This means every grade level made the equivalent of, on average, one year’s progress in both subjects and met the verified data criteria.

¹ “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers), then SGP would offer the most precise option. Many states and districts using SGP for accountability or instructional purposes create a range around SGP 50 to define typical or expected growth. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” Pg. 31 of Item 14 from the State Board of Education’s November, 2020 meeting approving various assessments as verified data.

Average Student Growth Percentile for Fall, 2024 to Fall, 2025, Student Groups

Student Groups	Reading		Math	
	Average SGP	35 to 65?	Average SGP	35 to 65?
African American	82	Above	28	Below
Asian	59	Yes	53	Yes
Filipino	63	Yes	59.5	Yes
H/L	50	Yes	46	Yes
Pacific Islander	39	Yes	70.5	Above
White	76	Above	51.5	Yes
2+Races	59	Yes	59.5	Yes
EL	51	Yes	52.5	Yes
Homeless	59	Yes	24	Below
SD	50	Yes	47	Yes
SWD	67	Above	45.5	Yes

Similar to the analysis by grade level, of the eleven student groups with data, each one achieved an average SGP of at least 35 in Reading, with three student groups also achieving an SGP above 65, indicating more than typical growth. In Math, nine out of eleven student groups (82%) met the minimum requirement of an SGP of 35, with one student group exceeding an SGP of 65. Two student groups had an SGP below the target of 35.

Overall, these results, whether whole school, by grade level, or by student group, show Twin Oaks met the criteria laid out for verified data and the Charter School “achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.”

Postsecondary Outcomes

In addition to supporting student academic growth and achievement while students are at Twin Oaks, another set of student outcomes is how prepared students are for success beyond high school following graduation. The tables below compare the performance of Twin Oaks’ seniors with those from the District, Alameda County (“County”) and across the state. These tables look at the performance of all graduates as well as just Hispanic graduates, as this is the lone student group at Twin Oaks with enough students to generate data and where data was displayed* publicly. Last, this data looks at the performance of graduates in the high school Class of 2023, which is the most recent data CDE has released on its Dataquest website.

*CDE has not reported results for Socioeconomically Disadvantaged students at the school level since the Class of 2020.

High School Outcomes at Graduation, All students, Class of 2023

All students	4-Year Graduation Rate	Meeting UC/CSU Requirements	Seal of Biliteracy	Golden State Seal
Twin Oaks	97.1%	94.1%	44.1%	35.3%
HUSD	77.1%	49.4%	9.4%	23.9%
County	87.6%	65%	11.9%	32%
State	86.2%	52.4%	12.4%	31.4%

Source:

<https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=01611920127944&aggllevel=school&year=2022-23&initrow=&ro=y>

As shown above, at the time of high school graduation Twin Oaks' graduates outperform their peers at the District, County and state in each of the metrics shown: 4-year graduation rate, meeting UC/CSU requirements, earning the seal of biliteracy and earning the golden state seal. These outcomes set Twin Oaks' students up for success, as shown below in the college enrollment outcomes.

High School Outcomes at Graduation, Hispanic Students, Class of 2023

All students	4-Year Graduation Rate	Meeting UC/CSU Requirements	Seal of Biliteracy	Golden State Seal
Twin Oaks	95.5%	100%	33.3%	19%
HUSD	68.9%	32.2%	11.9%	21.5%
County	80.1%	50%	9%	12.4%
State	83.9%	44.6%	13.2%	21.7%

Sources:

<https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=01611920127944&aggllevel=school&year=2022-23&initrow=&ro=y> (Twin Oaks);

<https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=0161192&aggllevel=District&year=2022-23> (District);

<https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=00&aggllevel=State&year=2022-23> (County);

<https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=00&aggllevel=State&year=2022-23> (CA)

Similar to the results for all students, at the time of high school graduation Twin Oaks' Hispanic graduates outperform their peers at the District, County and state in three of the four metrics shown: 4-year graduation rate, meeting UC/CSU requirements and earning the seal of biliteracy. This sets Twin Oaks' Hispanic graduates up for success, as shown below in the college enrollment outcomes.

College Enrollment Outcomes, All Graduates, Class of 2023

All students	Attended college	Attended a 4-yr. college	% to UC + CSU	Attended a 2-yr. college
Twin Oaks	80.6%	50%	44.5%	30.6%
HUSD	63.2%	28.7%	25.1%	34.4%
County	72.7%	44%	30.7%	28.6%
State	65.7%	30.3%	21%	35.3%

Source:

<https://dq.cde.ca.gov/dataquest/DQCensus/CGR.aspx?aggllevel=School&cds=01611920127944&year=2022-23>

When looking at the postsecondary outcomes for all students, in terms of college enrollment, Twin Oaks' graduates attend college at higher rates than their peers at the District, County and state. In addition, Twin Oaks' graduates attend four-year colleges and UC + CSU campuses at higher rates than their peers.

College Enrollment Outcomes, Hispanic Graduates, Class of 2023

All students	Attended college	Attended a 4-yr. college	% to UC + CSU	Attended a 2-yr. college
Twin Oaks	78.3%	47.8%	47.8%	30.4%
HUSD	55.1%	20.3%	17%	34.7%
County	59.1%	26.9%	22%	32.2%
State	59.5%	22.9%	17.9%	36.6%

Sources:

<https://dq.cde.ca.gov/dataquest/DQCensus/CGR.aspx?aggllevel=School&cds=01611920127944&year=2022-23> (Twin Oaks); <https://dq.cde.ca.gov/dataquest/DQCensus/CGR.aspx?cde=0161192&aggllevel=District&year=2022-23> (District); <https://dq.cde.ca.gov/dataquest/DQCensus/CGR.aspx?cde=01&aggllevel=County&year=2022-23> (County); <https://dq.cde.ca.gov/dataquest/DQCensus/CGR.aspx?cde=00&aggllevel=State&year=2022-23> (State)

When looking at the postsecondary outcomes for just Hispanic graduates in terms of college enrollment, Twin Oaks' graduates attend college at higher rates than their peers at the District, County and state. In addition, Twin Oaks' graduates attend four-year colleges and UC + CSU campuses at higher rates than their peers.

CONCLUSION

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the

Charter School has provided educational benefit to students during the preceding charter term as measured by evidence of both academic growth and comparative performance of students over the current charter term. Twin Oaks meets the criteria for renewal as a charter school designated as middle tier and should be granted a renewal term of five years.

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

“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)

“If the proposed charter school will serve high school pupils, 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)(iii).

MISSION

The Charter School's mission is “Hayward Twin Oaks Montessori is an American Montessori Society college and career preparatory program guiding a diverse community of learners* for lives of achievement. We nurture, inspire, and empower lifelong learners, global citizens, and environmental stewards who shape the world they inherit.”

*Learners equal students with diverse backgrounds (ethnic, socioeconomic, learning styles/needs/abilities, with and without Montessori experience) from the greater Hayward community whose families seek and commit to a Montessori education

As such, the Charter School's aim is to embrace a well-balanced and comprehensive elementary, middle and high school education. Mixed age classrooms provide authentic experiences, build leadership skills, and encourage collaborative learning. Students are encouraged to use their imagination and creativity in order to become inquisitive, internally motivated and lifelong learners. Montessori education places equal emphasis on academic growth and character development, cultivating such essential skills as initiative, integrity, and critical thinking. In keeping with the Montessori tenet of concrete-to-abstract learning, the academic curriculum is enriched with authentic experiences such as internships, field studies, community service work, and off campus trips. In this way, students' studies are inspired and reinforced with actual direct experience and interaction with their world. The curriculum

challenges students with in-depth core curriculum subject matter studies, with an emphasis on community and global stewardship.

VISION

Hayward Twin Oaks Montessori School provides a rigorous Montessori education, through individualized and collaborative mastery learning. Students become lifelong learners who achieve personal growth and develop social responsibility. Based on the principles of inclusion, acceptance, respect, and trust, students become mindful individuals and engaged innovative leaders of the future. By promoting critical thinking, creativity and imagination, Hayward Twin Oaks prepares students to become active participants in the evolving global community. We envision a world where changemakers innovate, embody GRACE*, and positively impact lives and communities.

*GRACE stands for generosity, responsibility, advocacy, calmness, engagement

TARGET STUDENT POPULATION AND COMMUNITY NEED

Twin Oaks aims to serve students and families in the Hayward and East Bay Area community who desire a public, free, 1st-12th grade Montessori education. The Charter School will provide an alternative education opportunity for the diverse population of Hayward, which will serve to celebrate the diversity among the students, thus promoting acceptance between and amongst students from different backgrounds including racial, cultural, and socioeconomic. An aim of the Charter School is to educate students to be active, aware citizens with the skills and knowledge to participate meaningfully in this diverse and challenging new century. The Charter School works to close the academic achievement gap experienced by traditionally underserved student populations. Twin Oaks also pursues an overarching aim of nurturing healthy community stewardship.

Members of the community and residents from throughout Hayward have demonstrated strong support for the Charter School. Families are committed to the Charter School, as shown through increased enrollment and a strong student retention rate. As parents and students better understand Montessori education, their commitment is also reflected in data from annual surveys, demonstrating their satisfaction with the services provided by Twin Oaks. Further, as the only public, 1st-12th grade Montessori program in the Bay Area, there is strong community need for the education model and program offered by Twin Oaks. This demand is, in part, reflected in the increased enrollment experienced by the Charter School, as noted below.

Student Enrollment Over Time

Twin Oaks Enrollment by Student Group, 2021-22 to Present

	2021-22	2022-23	2023-24	2024-25
English Learners	13.5%	13.2%	15.1%	15.7%
Reclassified Fluent English-Proficient	17.4%	17.5%	16%	16.3%
Foster Youth	0.6%	0.4%	0%	0%
Homeless Youth	0%	0.2%	0.2%	0.2%
Students with Disabilities	13.1%	14.6%	16.5%	16.5%
Socioeconomically Disadvantaged	38.1%	28.2%	60.5%	39.8%
Total	488	553	617	643

In the time frame shown above, Twin Oaks increased its enrollment in the following student groups: English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Student group data was not available for 2025-26 at the time this Petition was finalized.

Twin Oaks Enrollment by Ethnicity, 2021-22 to Present

	2021-22	2022-23	2023-24	2024-25	2025-26
African American	4.7%	5.1%	4.1%	3.6%	3.9%
Asian	8.6%	9.9%	10%	10.4%	11.9%
Filipino	6.6%	6.5%	5.2%	3.7%	3.6%
Hispanic	49%	47.7%	48.8%	46.3%	51.6%
Pacific Islander	0.6%	1.1%	1%	0.9%	1.7%
White	19.7%	15.6%	13%	14.6%	18.4%
Two or More Races	8.4%	8.1%	6.8%	5.1%	7%
Not Reported	2.5%	6%	11.2%	15.2%	1.7%
Total	488	553	617	643	587

As shown above, enrollment at Twin Oaks has steadily increased from 2021-22 to 2024-25, resulting in an increase in overall enrollment from 488 to 643 students over four years. While there has been a decline in enrollment in 2025-26 to date, the Charter School has still expanded by approximately 100 students in the last four years. Twin Oaks became a 1st-12th grade program in 2021-22 and prior to this it was two separate schools. This growth demonstrates the community's interest in having a public, free Montessori school as an option in Hayward.

A further description of Twin Oaks' student outreach and recruitment strategies is included in Element G of this Petition.

2024-25 Enrollment Demographic Comparisons

	Twin Oaks	District	Alameda County	State
African American	3.6%	6.6%	7.9%	4.9%
Asian	10.4%	8.7%	28.8%	10.1%
Filipino	3.7%	6.3%	3.9%	2.2%
Hispanic	46.3%	65.6%	34.9%	56.1%
Pacific Islander	0.9%	3%	0.8%	0.4%
White	14.6%	4%	14.5%	20%
2+Races	5.1%	4.1%	7.1%	4.8%
Not Reported	15.2%	1.5%	1.7%	1.2%
English Learners	15.7%	30%	19.3%	17.4%
Reclassified Fluent English-Proficient	16.3%	22.9%	16.5%	15.7%
Foster Youth	0%	0.2%	0.2%	0.5%
Homeless Youth	0.2%	1.4%	2.2%	4%
Students with Disabilities	16.5%	13.7%	12.9%	14.2%
Socioeconomically Disadvantaged	39.8%	75.8%	47.2%	63.6%

2023-24 Stability Rate Comparisons

	Twin Oaks	District	Alameda County	State
All Students	94.7%	88.8%	91.6%	91%
African American	88.5%	82.7%	85.5%	83.4%
Asian	95.3%	86.4%	93.9%	93.5%
Filipino	96.9%	94%	95.5%	95.5%
Hispanic	94.1%	87.7%	89.6%	90.6%
White	97.4%	86.2%	94.6%	92.4%
2+Races	92.5%	89.2%	93.7%	92.1%
Not Reported	95.8%	80.3%	86.3%	88.1%
English Learners	94.4%	82.6%	85.3%	86.8%
Students with Disabilities	96.7%	89.9%	90.9%	90.7%
Socioeconomically Disadvantaged	95.5%	87.6%	89%	89.5%

In California, the Stability Rate is defined as the percentage of all California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. As shown above, Twin Oaks has a higher stability rate compared to the District, Alameda County and the state, meaning a higher percentage of students are completing at least one full year of learning at the Charter School. This comparison is true across the board, other than for students of two or more races, where Alameda County is slightly ahead of the Charter School. This high stability rate is further evidence of the community need for the Twin Oaks program in Hayward. Students and families stay at Twin Oaks at very high rates, especially compared to their peers, showing the investment students and families have in the Twin Oaks program.

Further emphasizing the community need for Twin Oaks’ program are the recent survey results. While the full analysis of annual survey results is available in the Charter School’s Local Control and Accountability Plan (“LCAP”), available in the Appendix, a few highlights from the 2024-25 annual surveys are below, further demonstrating student and family satisfaction with Twin Oaks.

Of surveyed families:

- 95% reported a sense of belonging
- 100% responded positively regarding community engagement

Of surveyed students:

- 83% reported a sense of belonging
- 88.6% responded positively regarding school safety

Grade Levels and Number of Students

The Charter School serves students in grades 1 through 12. The Charter School is a site-based program. Enrollment projections are included in the Appendix with the proposed budget and financial projections, and in the table below.

Enrollment Projections

	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	643*	587*	625	630	635

*2024-25 and 2025-26 are actual point in time enrollment figures, not projections

AN EDUCATED PERSON IN THE 21ST CENTURY

It is the Charter School’s objective to enable students to become self-motivated, competent, lifelong learners.

An educated person in the 21st century is one who possesses:

1. a solid foundation in the core academic skills, as outlined in the relevant curricular standards;
2. the ability to think critically and creatively, and use a variety of strategies to solve problems;
3. the ability to work both independently and cooperatively;
4. personal integrity, morality, self-motivation and self-esteem;
5. a commitment to life-long learning;
6. the ability to communicate confidently, both orally and in writing, with people of all ages and backgrounds; and

7. the skills and willingness to engage in the responsibilities of global stewardship.

HOW LEARNING BEST OCCURS

The philosophy of the Charter School is grounded in the belief that learning best takes place when:

1. parents and families are an integral part of their child's education;
2. instructional activities are aligned to the relevant curricular standards, integrated across content areas, and are meaningful to students, connecting what is being learned to both the real world and real life experiences;
 - a. More specifically, instruction is aligned with the applicable state standards, including the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively, the "State Standards").
3. teaching strategies are tailored to suit individual student's needs and interests, and;
4. lessons and units of study are enriched through field trips, hands-on materials, tutorial sessions, mentor relationships and internships, as well as by using the whole community as a learning environment.

EDUCATIONAL PHILOSOPHY

The Charter School offers an alternative curricular approach to serve the diverse ethnic, socioeconomic, language, and educational backgrounds of Hayward students. This approach is based on the methods of Dr. Maria Montessori. These methods have been proven to serve diverse students well across the globe because the methods are based on the psychological needs and tendencies of children at each developmental level.

Reflective of Montessori's inclusive philosophy, the Charter School actively serves Hayward's diverse communities, reaching marginalized and traditionally underserved student groups, to whom Montessori may not be a familiar educational option, with an aim to enroll an educational community that mirrors the District's demographics.

The Montessori curriculum was originally developed to serve disadvantaged children within the philosophy of child-centered education. It has flourished worldwide because of its inclusiveness and its academic success. Students in authentic Montessori environments, such as the one provided by the Charter School, make academic progress while developing critical thinking, intrinsic motivation, problem solving, collaboration and performance skills that are also essential to success in the 21st century environment. The Montessori approach at Twin Oaks mirrors constructivist learning theory; students construct their understanding and knowledge of the world through inquiry, experiences, and reflection. Twin Oaks' teachers create student-centered learning environments where students engage in experiential and meaningful work.

A Montessori public charter school integrates the values of public education with the benefits of committed parent involvement; stable governance and leadership; small teacher-to-student ratios; teachers who are both state and Montessori credentialed, and; a facility which allows collaborative projects and specialized/integrated STEAM curricular offerings. Montessori offers an approach that enriches “the whole student,” where the teacher is a resource, guide, and observer, and the student is an active learner.

The Charter School focuses on the relevant State Standards as well as character development. Montessori education emphasizes students develop positive character traits while they learn. Students are evaluated by standardized competency exams, regular markers of academic progress and cognitive understanding, as well as by evaluations focused on the character traits of life-long learners: confidence and competence, independence, autonomy, intrinsic motivation, ability to handle external authority, social responsibility, good citizenship, and positive self-image.

The Charter School’s students continue the Montessori model’s record of academic excellence and ongoing community involvement. Renewal of Twin Oaks’s charter term will see the Charter School continue to be a positive asset for the Hayward community and for the District.

Reflective of the Montessori model, in the elementary classrooms there are a variety of seating options including tables and chairs, low tables that require floor seating, and mats. Rooms are sectioned into curricular areas with materials arranged sequentially. For instance, a science area with one or more ongoing experiments in science, technology or engineering. The teacher moves around the room giving individualized lessons or suggesting follow up investigations. There is a classroom library and students have access to a small school library, which also serves as a resource room.

At the secondary level, classrooms focus on a core subject with opportunities for interdisciplinary connections. Seating arrangements include collaborative tables and chairs, independent workstations, and flexible seating options to accommodate various learning preferences. Materials are thoughtfully organized to support sequential learning within each discipline. For instance, science experiments and investigations occur specifically within the dedicated science classrooms. Teachers circulate throughout the room, delivering individualized instruction, facilitating small-group lessons, and guiding students through follow-up tasks. Each ELA classroom houses its own classroom library to support literacy and research. Additionally, teachers and students have access to digital library resources.

Overall, Montessori classrooms provide multi-sensory, self-paced learning materials that inherently engage visual, tactile, and auditory modalities. The Montessori emphasis on hands-on learning and student choice aligns with the idea of offering multiple avenues to learn a concept, as well as fostering independence and metacognition from an early age. This reflects current evidence that rich, varied experiences benefit every learner, rather than tailoring instruction to an assumed style. Montessori teachers observe each child’s progress and readiness to introduce new lessons, which is a form of differentiation based on demonstrated

needs. In essence, the success of Montessori methods comes from developmentally appropriate, multi-modal teaching and student-driven exploration.

APPROACH TO EDUCATIONAL PROGRAM

In alignment with the Twin Oaks' mission and vision, and with the tenets of the Montessori education model, the Charter School is guided by the following beliefs and core values in its approach to all aspects of its educational program.

1. Montessori Pedagogy Produces Measurable Student Growth
 - a. Twin Oaks implements the principles established by Dr. Maria Montessori with fidelity. These practices consistently lead to strong academic, social and emotional outcomes. The Charter School monitors and evaluates student progress using both Montessori-aligned formative assessments and state accountability metrics.
2. Whole-Child Support Through Integrated Services
 - a. Every student at Twin Oaks is supported through:
 - i. Credentialed teachers trained in Montessori methods and inclusive educational practices;
 - ii. A robust on-site Mental Health Department that provides trauma-informed and responsive care;
 - iii. Individualized learning opportunities that reflect each student's unique developmental path, strengths, and interests
3. Commitment to Social-Emotional Learning
 - a. Twin Oaks recognizes that socially and emotionally supported students achieve greater academic success. The Charter School integrates Social-Emotional Learning ("SEL") into daily instruction through dedicated lessons, restorative practices, and structured community building activities such as classroom circles and advisory sessions.
4. Fostering Independence and Collaborative Thinking through a Dynamic Learning Environment
 - a. Classrooms at Twin Oaks are purposefully designed to support creativity, autonomy and collaboration. Students participate in hands-on, interdisciplinary work that nurtures critical thinking and problem-solving in both independent and peer-led contexts.
5. Holistic Education with a Global and Ecological Perspective
 - a. Twin Oaks offers a holistic curriculum that emphasizes environmental stewardship and global citizenship. Students engage in ecological studies, sustainability projects, and service-learning experiences that cultivate empathy and social responsibility.

6. Time and Space for Deep Understanding and Constructive Struggle
 - a. The Charter School’s schedule and instructional model provide students with the time and support necessary for exploration, deep inquiry, and constructive struggle. This includes extended work periods, differentiated support, and opportunities for reflection and revision.

7. Development of the Whole Child in a Safe and Inclusive Environment
 - a. Twin Oaks is committed to nurturing the whole child in a safe, supportive, and inclusive school climate. Staff intentionally build relationships with students and provide consistent behavioral, academic, and mental health support aligned with the Montessori philosophy.

8. Celebration of Diversity as a Community Strength
 - a. Twin Oaks values the diversity of its students, staff, and families as a core strength. The Charter School celebrates cultural, linguistic, and identity diversity through inclusive curriculum, multilingual outreach, and schoolwide events that reflect the richness of its community.

ACADEMIC CALENDAR AND SCHEDULES

Twin Oaks’ academic calendar allows for traditional school breaks and holidays, as well as opportunities for professional development. Currently, each Wednesday is an early release day, allowing teachers and staff to attend professional development. The Charter School’s annual calendar will have at least 175 days of instruction, or at least the required minimum number of school days.

In addition to the calendar, the Charter School offers, at a minimum, the following number of minutes of instruction:

- a. To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- b. To pupils in grades 4 to 8, inclusive, 54,000 minutes.
- c. To pupils in grades 9 to 12, inclusive, 64,800 minutes.

Current School Day and Academic Hours

The elementary grades’ school day currently extends from 8:30 a.m. to 3:00 p.m., Monday, Tuesday, Thursday, Friday. Wednesdays are currently minimum days with instructional hours from 8:30 a.m. to 12:30 p.m. At the secondary level, the school day extends from 8:45 a.m. to 3:30 p.m., Monday, Tuesday, Thursday, Friday. Similar to the elementary campus, Wednesdays are minimum days with instructional hours from 8:45 a.m. to 1:00 p.m. The early releases on Wednesdays provide time for professional development, staff meetings, collegial cooperative “level meetings,” planning, and family meetings that require teacher participation. The Charter School has and continues to exceed the State’s required minutes for instruction every year.

CURRICULUM FRAMEWORK

All of the Charter School's courses are designed integrating the following:

- The State Standards
- A-G Articulation Guidelines (for high school students)
- The Charter School's Mission and Vision
- American Montessori Society Learner Outcomes

A Montessori classroom is unique because it offers:

- Individualized learning plans focused on the student's interests;
- Hands-on materials in a classroom designed to stimulate academic exploration;
- Multi-age classrooms where collaboration and leadership skills are practiced;
- Culturally sensitive materials and a globally and community-oriented curriculum.

The Charter School student is a/an...

- Self-directed learner with the skills necessary to incorporate and use information, media and technology to learn independently.
- Academic achiever who can meet academic potential and problem solve in all academic disciplines, transferring skills when approaching practical life challenges with creativity.
- Global and local steward who demonstrates cross-cultural and global awareness that lead to a sense of global citizenship. They use this knowledge and awareness to inform decision making, define interests and demonstrate curiosity.
- Effective communicator who reads, writes, and speaks with confidence; appreciates literature and academic language, and; is conversant in multiple languages.
- Compassionate and responsible individual who demonstrates moral and intellectual courage and resolve, as well as strength of character.

Reflection attributes.

- Thinker and problem solver who demonstrates a growth mindset and is willing to develop and embrace new ideas.

The Charter School's culture thrives within this prepared environment. The culture reflects the School-Wide Learner Outcomes, developing individuals who are independent, compassionate, flexible, collaborative and creative problem-solvers. The Charter School's Montessori education is a unique approach to learning that is student-centered education. Students develop and maintain a sense of responsibility for themselves and their world. Student work reflects higher-level thinking and rigorous academic standards within a challenging learning environment.

Cross-Curricular Methodology

Teachers endeavor to show the connection and application of each subject area and its content to other content areas. Montessori methodology is based on teaching an integrated curriculum. Subjects such as Math & Science, English & Social Studies, Art & Social Studies, Art and English, Science and Social Studies and STEAM electives are a few examples of these sorts of pairings. The Charter School believes showing the connections between these content areas helps students to understand all knowledge has applicability to other areas and to the real world. Teachers who are Montessori trained are uniquely equipped to facilitate such cross-curricular connections to unpack and cluster standards across the content areas using their training in both Montessori methods and the State Standards. Charter School teachers understand the importance of integration throughout the curriculum.

At Twin Oaks' elementary campus, teachers begin the school year with dynamic whole-class "Great Lessons" that ignite curiosity across all curricular areas. In the opening days, students are introduced to the Big Bang Theory through a captivating story shared by their teachers. From this powerful origin story, students dive into meaningful research on natural history, the evolution of life from the oceans, and its connections to present-day cultures. These foundational stories not only spark inquiry but also help students understand their important role in the unfolding human story and their potential to shape the future in Hayward and beyond.

At the secondary level, teachers actively implement cross-curricular methodologies to demonstrate the interconnectedness of knowledge across disciplines. Through collaborative planning, educators design curriculum and activities that explicitly illustrate the real-world relevance of integrated learning. Specific examples include the annual STEAM Fair, where students showcase projects blending Science, Technology, Engineering, Art, and Mathematics (collectively these subjects are known as STEAM) to tackle practical, real-world challenges. Project-based assignments further exemplify cross-disciplinary learning, such as a joint history and English project exploring historical events through literature analysis and creative writing. Math and science can be combined to solve environmental issues through data-driven investigations. Secondary teachers strategically unpack and cluster standards across subject areas, leveraging their dual expertise in Montessori methods and State Standards.

ELEMENTARY COURSE OF STUDY, CURRICULUM, AND ACADEMIC PROGRAM COMPONENTS

The Charter School's elementary academic program offers an integrated approach to learning that connects the physical universe, the natural world, and human culture. In contrast to traditional models, which compartmentalize subjects and revisit topics only at prescribed grade levels, Montessori education presents core concepts as part of an ongoing spiral curriculum. Students encounter new ideas concretely in the early years, then revisit them in greater depth and abstraction as they grow. Teachers encourage students to demonstrate their understanding through multiple means, such as theater, art, formal writing, and even offering lessons to younger students. Through their deep development with this work, students internalize the

concepts and are more able to articulate their understanding and defend their positions with peers, teachers and the broader community.

At Twin Oaks, elementary teachers deliver a specialized Montessori program fully aligned with the State Standards. Every day teachers lead engaging, small-group lessons that spark curiosity through storytelling, problem-solving, and real-world connections. This format allows teachers to target each learner's needs in the moment, build strong relationships, and tailor instruction to student interests—keeping them engaged across all subject areas.

Twin Oaks' multi-age classrooms are the foundation of daily Montessori instruction. In the elementary grade levels, students work with the same teachers for three years, enabling deep relationships and precise, individualized teaching informed by years of observation and progress. Every day, teachers adapt lessons to student interests, use Montessori materials to guide hands-on discovery of complex concepts, and integrate learning across subjects to make purposeful connections. Students regularly demonstrate mastery by completing projects, presenting to peers, teaching lessons, and contributing to meaningful community initiatives. This consistent, relationship-based approach ensures learning is personal, rigorous, and enduring.

Twin Oaks' integrated curriculum supports the development of understanding and skills across the following core subject areas:

- **Mathematics** (arithmetic, algebra, geometry)
- **Science** (earth, physical, life and environmental sciences)
- **Language Arts** (listening, speaking, reading, writing, phonics, spelling, grammar, sentence analysis, literature, foreign language)
- **Social Sciences** (history, civics, economics, anthropology, sociology, geography)
- **Cultural Studies** (visual arts, music, drama)
- **Physical Education and Health**

At Twin Oaks students are able to draw connections between disciplines due to the integrated nature of the curriculum. For example, while studying penicillin, a student might conduct a science experiment and then explore its historical impact on World War II, integrating literacy and communication skills through research documentation and presentation. In this way, students pursue their own interests and learning styles, with the Montessori teacher serving as a guide—ensuring academic rigor while cultivating curiosity and independence.

Cosmic Education: The Foundation of Integrated Learning

The elementary grade levels' integrated curriculum is rooted in Cosmic Education, a guiding philosophy that emphasizes the interconnectedness of all life and the student's place within it. This interdisciplinary framework is introduced through the Five Great Lessons:

1. The Origins of the Universe - The Big Bang Theory
2. The Timeline of Life - The story of evolution
3. The Timeline of Humans
4. The History of Mathematics
5. The History of Language

These stories inspire awe and provide a macrocosmic context for all future academic study. Teachers underscore themes of interdependence, order, and evolution, highlighting humanity's role in a dynamic and interconnected world. Students learn their choices and actions contribute to the ongoing development of the cosmos, encouraging both intellectual growth and moral responsibility. Teachers use these stories not only to inspire students to deep study, but additionally they support students who may be reluctant in specific topics to bridge connections and find ways to develop interest across subject areas. A student studying plants evolving from the ocean is guided toward a research project that supports them in seeing the interconnectedness of science, history, and the natural world.

History

The study of history begins with the formation of the solar system and extends through the emergence of human civilizations and recorded history. Teachers use large timelines that spark questions and creativity, asking students "How are we like our ancient ancestors?" and guide them to arrive at the fundamental needs of humans, which guide research across history and space. Concepts are introduced in historical sequence and often connected to the individuals and eras in which they arose. Students actively engage with history through creative expression—writing and performing plays, reenacting discoveries, and embedding historical understanding across subject areas.

Science

The teachers inspire a love of science through hands-on lessons in their outdoor classroom spaces. Students use plants from the garden beds to analyze, dissect, and hypothesize about the specimens they grow. The teachers encourage scientific exploration with intentional hands-on lessons. Students have co-created the Chicken Little Project, which is an ongoing study of the biology of chickens, microeconomics, and food waste. Science instruction

emphasizes classification, observation, and discovery. Students study anatomy, botany, chemistry, physics, and environmental science in alignment with evolutionary progression. Early experiments introduce key concepts—such as the formation of Earth, the needs of living things, and ecological systems—encouraging an ecological worldview and fostering environmental stewardship. These themes are reinforced through experiences in the garden and outdoor classrooms.

Mathematics

Teachers use concrete Montessori materials to build foundational skills in arithmetic, algebra, and geometry. Through a hands-on approach, students internalize abstract mathematical concepts and apply them across disciplines, such as genetics in science or symmetry in art. The curriculum aligns with the CCSS, with targeted emphasis on the strands of Number Sense, Operations, and Geometry. A math textbook is used to support core content mastery and state-aligned benchmarks. With the hands-on manipulatives, students learn to own the discoveries just as ancient mathematicians throughout history.

Language Arts

Language Arts are deeply integrated across the curriculum, encompassing listening, reading, writing, phonics, spelling, grammar, sentence analysis, literature, foreign language and public speaking. Each week, classrooms take responsibility for hosting all school assemblies that are often centered on a cultural theme or research that the host classroom has engaged in. Students present in front of the student body starting in the first grade and learn to develop confidence and stage presence in these assemblies. The speeches are written by students for students and the collaborative experience also teaches the community how to support as positive audience members. Students write essays, scripts, and scientific reports; participate in author studies; compare texts; and interpret various media. Emphasis is placed on expository writing, critical thinking, and developing voice across genres through connections to their lived experiences in field trips, overnight camping trips, and shared group lessons. Students cross disciplinary boundaries through research, beginning with the Great Lessons.

Peace Curriculum: Cultivating Global Citizens

Teachers nurture empathy, respect, and global awareness through a human relations curriculum centered on the Fundamental Needs of Humans; that all humans throughout history have worked together to solve problems and meet their needs of survival. Students learn that people across time and place share the same basic needs, and differences arise in how these needs are met. Through the study of world geography, cultures, languages, and histories, students develop open-mindedness, celebrate diversity, and understand their roles as global citizens and community stewards.

Outdoor Education

Outdoor learning is a key component of the Montessori approach. The Charter School offers frequent opportunities for hands-on exploration in nature through outdoor classrooms, gardens, and environmental projects. These experiences deepen students' understanding of ecological systems, support interdisciplinary learning, and promote a lasting appreciation for the natural world. Outdoor education connects with science, nutrition, physical education, and the arts, reinforcing the Montessori vision of holistic, experiential learning.

Environmental Education

Students can participate in Green Team activities throughout the school year. At the beginning of the year, they facilitate lessons relating to sorting refuse into appropriate categories. They also help design signs and organizational systems to promote effective sorting throughout the elementary campus. This provides opportunities for leadership throughout the community and ways to learn more about the "4 Rs" (Reduce, Reuse, Recycle, Rethink) as a means of promoting environmental awareness and advocacy.

Portfolios

Elementary students create portfolios to document and showcase their work throughout their time in the classrooms. These multi-year binders demonstrate the growth of students in their skill level and are shared during family conferences. At the end of each cycle, students file their completed work in a binder or digital folder. The portfolios serve as a point of self-reflection, growth, and pride to share with their families.

DISTINCT FEATURES OF THE MIDDLE SCHOOL COURSE OF STUDY

The Charter School's middle school courses of study for grades 7 and 8 reflect an integration of the State Standards, the newest research on the developmental needs of early adolescents, the Montessori philosophy, current learning theory, and the predictions of the skills needed for a productive life in the twenty-first century.

The curriculum and instruction are designed as a two-year program. The language, speech, Spanish, physical education, outdoor education, service learning, and fine arts are courses of continuous progress. Science, social studies, geography, health and math are studied by topics or concepts.

Additional details regarding the middle school curriculum and courses of study are integrated below in the section on secondary core curriculum materials, which includes grades 7 and 8 along with high school grade levels.

SECONDARY COURSE OF STUDY AND ACADEMIC PROGRAM COMPONENTS

The Charter School follows the secondary Montessori educational structure in which teachers rely minimally on textbooks, instead incorporating a variety of sources for grades 7-12. Teachers develop their own curricula based on the State Standards (for grades 7-12), A-G eligibility requirements (for grades 9-12), student interest, and needs. Teachers also adapt their lessons and instructional material to accommodate different learning styles.

None of the humanities classes relies on traditional textbooks. Instead, they typically use historical primary source documents and literature. In the science department, teachers use textbooks as a supplemental resource; they primarily rely on the use of demonstrations, labs and research so students can gather original data and use it to learn and understand key scientific concepts.

The math department uses the CPM Educational program. In addition, it incorporates Montessori manipulative materials to visually introduce a concept as well as the online Khan Academy for students to develop skills using an individual path and further practice the math concepts taught. Teachers at the Charter School link activities and units to the real world and the surrounding communities. For example, in math students create a final project where they apply formulas and mathematical concepts to answer real world scenarios. In English and Social Studies classes, a number of project-based units push students to engage with the world beyond the classroom and discuss current events.

The English Language Arts department integrates a variety of adaptive and project-based resources to meet students at their individual levels while staying aligned with the State Standards and Montessori principles. Students use Freckle, which provides adaptive English practice, as well as ReadWorks and MobyMax to build comprehension, vocabulary, and grammar skills. In addition, teachers curate a collection of books and short stories aligned to the CCSS, ensuring students have access to diverse texts and perspectives. Montessori strategies are incorporated through guided reading, literature circles, and student choice in text selection, encouraging independence and intrinsic motivation. Units are designed to connect reading and writing to the real world, with students completing projects that require them to analyze themes, compare perspectives, and communicate ideas creatively. For example, students may draft persuasive letters tied to current events, create multimedia presentations on literary themes, or connect characters from short stories to issues within their own communities.

Cycles of Work

The cycles of work format is designed to help students learn organizational, decision-making, and time-management skills. In an academic year, there are four cycles of work, each followed by immersion weeks for land laboratory, internships, and testing. Each cycle is eight weeks. Students complete weekly progress reports for parents to review, sign, and return the following Monday. At the end of the fourth week, there is a product presentation and a written

self-assessment of the thematic project work. At the end of the cycle, students complete a summary report that is shared with families.

Students keep track of the work completed each week. If an appropriate amount of work has not been completed each week, students have the opportunity to catch up, including in study hall on Wednesday afternoons, which is the current early release day for Twin Oaks. If students have not completed their academic goals on Wednesday, they are expected to catch up on their own time. If students do not complete their work by the end of the cycle, they may continue to work during the immersion week. If students have not completed their work by the time the new cycle begins, an incomplete will be given until it is complete.

Classroom Work

The school day is divided into two kinds of work: individual work and group work. Individual work is designed to make a match between the skills, abilities, and interests of each student. There is a variety of choice in every academic area. This work is to be completed alone or in small, self-selected groups. Individual work is assessed individually with mastery assessments that may be written or oral. There are opportunities to do modified, basic, and advanced work in most areas.

Group work is done in randomly chosen groups in which individuals learn to work together for five weeks. These groups work together on physical tasks such as the lunch orders, physical education, and academic tasks in the thematic units, which integrate all subject areas. Individual written tests, group presentations, and self-assessments of the group process assess the thematic unit.

Students are expected to keep up with class work and, if necessary, to do what they can at home or in study hall/after school tutoring to stay caught up. If a student repeatedly misuses class time or interferes with the work of classmates, a conference is held and an action plan is set up with the family to monitor behavior and academic progress while a pattern of appropriate behavior is practiced for an agreed upon length of time.

Daily Work

Daily work consists of “that which is not completed during the school day”. It is work that is taken home for completion (ie., practice math problems, literature assignments, apprentice sentences, personal reflection responses and self-assigned work). When combining the time spent at school and home, math practice should take approximately 30-45 minutes per day while students should read assigned texts approximately 45 minutes each day, including a response using the writing-about-reading strategies. Independent study work consists of research, writing, and presentation boards.

Families are asked to support their child by providing a family schedule that allows daily time and space for unfinished schoolwork. For concentrated learning to occur, students should study

without the distractions of social media, video games or videos. Students' work assignments are given out at the beginning of each cycle. Given this proactive effort, students know their assignments in advance so they can learn to plan ahead and avoid conflicts or late night studying.

Mastery Learning

Mastery learning is a form of personalized learning that gives students the necessary time to master particular skills before progressing to the next level of work. The student takes on the responsibility of learning a skill versus merely accepting a low grade and never really learning the information. The teacher's job is to break down the learning steps, to offer suggestions for internalizing the knowledge, and to give the time necessary to learn the information. According to research, the advantage of mastery learning is that it offers clear expectations, fosters mastery of a unit of study, is not competitive, and encourages student responsibility. Its disadvantage, as listed by researchers, is that too many students receive A's. The student's transcript indicates that courses have been completed with at least 90% mastery. The procedure is to offer information, provide learning strategies and activities, provide a variety of assessments – performance assessments with rubrics, quizzes, written tests, and self-assessments – and reteach and retest if necessary. Quizzes are distinguished from tests/assessments. Quizzes are to give feedback during the learning process. Tests/assessments are given at the closure of a body of work, such as after the completion of an area of study in history, science, math, and language. Tests/assessments are always corrected, no matter what the score, for learning. In the event a retest (or re-presentation) has to be taken, all subsequent tests/assessments will be more in-depth; therefore, certain criteria must be met before a retest/re-presentation is administered such as: reviewing previous material, completing supplemental work, and receiving additional instruction from a teacher when necessary. If the student is still not successful in mastering the material after the second test/assessment, alternative testing/assessment styles may be utilized. Test/assessment grades will be averaged across a standard or unit of study to determine mastery and the students' grade reports will indicate areas where modifications were implemented.

Experiential Learning

As in all levels of Montessori education, there are opportunities for discovery and experiential learning in which participation is the goal. The areas in the secondary program where experiential learning is the goal are: career education, outdoor education, electives, and field trips/experiences.

Experiential learning in middle school at Twin Oaks emphasizes active engagement and discovery across multiple domains. Students participate in hands-on experiences designed to connect classroom knowledge to real-world applications, enhancing their understanding and retention of key concepts. One prime example of experiential learning is the immersion program. During immersion, students participate in immersive, thematic experiences that combine academic learning with practical application, career exploration, and community

involvement. Additionally, experiential learning is integrated through internships, outdoor education experiences, diverse elective courses, and enriching field trips. These opportunities not only foster active learning but also help students develop essential life skills, encourage exploration of personal interests, and build connections within their community.

Physical Education and Personal Reflection

Physical education is a valuable component of a holistic educational experience. Students regularly participate in physical activities that promote health, teamwork, and overall well-being. If a student cannot actively participate due to medical reasons, documentation from a parent or guardian is required, and alternative activities are provided. The Charter School also offers team sports in an intramural format based on student interest, which may include volleyball, basketball, soccer, and track and field.

Additionally, students engage in regular reflective activities as part of the health curriculum. These reflection periods encourage self-awareness, goal setting, and stress management through guided activities such as journaling, creative expression, and mindfulness practices. Themes may include personal growth, resilience, healthy relationships, and emotional regulation. This approach supports students in developing a deeper understanding of themselves and building essential life skills.

Extracurricular Activities

After school tutoring classes are available for secondary students Monday, Tuesday, Thursday and Friday. Monday through Friday intramural team sports are offered from 4:00 – 5:30 p.m.

After School Work Time

After school work time is from 3:30-4:15 p.m., Monday, Tuesday, Thursday and Friday to help students monitor their work, or re-take quizzes and tests.

Service Learning

Service learning goes beyond community service by including preparation, participation, and reflection. It is a method by which adolescents learn through active participation in thoughtfully organized service experiences that meet a genuine community need and are coordinated in collaboration between Twin Oaks and the community. Students participate in the planning and decision-making. It is integrated into the academic curriculum and includes time for thinking, talking or writing about their experiences. It provides opportunities to use newly acquired academic skills and knowledge in real life situations in their community. It extends student learning beyond the classroom and helps to foster the development of a sense of caring for others. Some examples of service learning experiences at Twin Oaks have included neighborhood cleans ups, soup kitchen support, recycling programs on campus, canned food drives, and internships at service oriented locations such as animal shelters.

Adolescents are going through immense physical and emotional changes. They are creating their sense of identity and benefit from opportunities for the exploration of self, their emerging interests and the immediate, wider world around them. Service learning provides projects where:

- the student has meaningful contact with adults;
- they can develop a sense of responsibility;
- their participation makes a clear difference and they feel valued and gain self confidence;
- they develop decision-making skills dealing with real problems;
- they have to deal with the consequences of their decisions;
- they can see the connections between the classroom and the community and apply their learning to reinforce concepts, information, processes, and skills taught in the classroom;
- the students experience a variety of roles;
- students cooperate with others to realize a goal and they can see the concrete outcome of their efforts;
- they develop the ability to interact and work with people different from themselves;
- they prepare to become contributing citizens by learning habits and skills of active citizenship, fostering an ethic of service;
- they become aware of community needs;
- they gain a sense of belonging and community membership; and
- they develop empathy and a sense of caring.

In summary, service learning has great potential for both young people and society now and in the future.

HIGH SCHOOL CURRICULUM

The core Montessori high school curriculum at Twin Oaks integrates studies and applications of the physical universe, the world of nature, and the human experience. In contrast to the traditional model, in which the curriculum is compartmentalized into separate subjects with given topics considered only once at a given grade level, the main Montessori concepts are integrated throughout the ongoing curriculum. This means high school students explore new concepts at a level requiring analysis, critical thinking, and problem-solving. When the same subjects are revisited in subsequent years, older students are able to understand and investigate familiar ideas more abstractly as well as in greater detail, allowing for application at the practical level.

The integrated curriculum includes materials, activities, projects, research, and events for the development/continuation of understanding and skills in the following subjects, not all of which are requirements:

- Social Sciences: (Ethnic Studies, World History, U.S. History, Government/ Economics)
- English: (Composition & Communication, World Literature, Multi-Cultural Literature, American Literature)

- Mathematics: (Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus, Statistics)
- Science: (Environmental Science, Biology, Chemistry, Physics)
- Languages Other Than English: (Spanish one through five)
- Visual and Performing Arts: (Digital Media, Media Arts)
- College Prep Electives: (Psychology/Philosophy, Business Entrepreneurship)
- Science, Technology, Engineering, Arts and Mathematics (“STEAM”) Electives
- Computer science I/II
- Physical Education
- Self-Construction Classes: (Advisory, College Prep, College Counseling, Senior Thesis)

The Charter School complies with requirements under AB 101 by offering a one-semester course in ethnic studies and Twin Oaks will require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

A full description of all courses is available in the Charter School’s Family Handbook, located in the Appendix.

The integrated curriculum encourages students to make connections between topics—such as scientific discovery and historical context – and to put their educational skills to use. For example, and similar to but more detailed than the earlier example given for the elementary course of study, a student working on a science experiment understands the discovery of penicillin in a fungal mold, the scientist who discovered penicillin and when, and the impact the discovery had on the world. Taking learning a step further, the student may then explore penicillin’s possible impact on World War II when it was first widely used to treat soldiers wounded on D-Day.

Finally, the student may be interested in researching the half-life of medication and calculating the half-life of penicillin in the human body. In the process, the student engages science, math, language arts, history, and communication skills to document, publish, and share findings.

In this way, the student guides the path of their learning by engaging their own interests and learning style. The Montessori teacher functions as a critical resource in this process, always ensuring the student’s research and findings are valued. The teacher consistently revisits the theme that humans live in an evolving universe where growth, development, and adaptation are essential for existence. Further, Montessori students are expected to take their learning beyond the classroom and into the field. High school level Montessori students are tasked with research and project work that may require observation, note-taking, experimentation, and data collection, as well as interviews and other forms of information-gathering.

Socratic Seminar is a routine event within Montessori high school classrooms where students learn the art of meaningful, organized discussion. Teacher and eventually student initiated topics are introduced through scientific articles, literary works and subject matter research. The facilitator, who may either be a teacher or a student, solicits questions that inspire thought and discussion on the topic. In an orderly fashion, students respond to the questions and to each other's comments, sifting through ideas and supported opinions. Through these dialogues, students practice the process of productive and respectful discussion, learning how to actively speak and listen to each other, and disagree with one another in a non-confrontational manner promoting open-mindedness, acceptance, and respect.

Immersion is also a key feature of Twin Oaks' secondary program. During Immersion, a one week program, attention is focused on one interest area with an objective or set of objectives provided as goals for this time period. Students may choose from an interest area that involves them in an area of study outside the core curriculum. This can take the form of a drama immersion week in which students study famous plays and playwright, and ultimately write, produce, and present their own theatrical performance; or an art immersion week where students visit museums, study the elements of art, create art projects, and hold an art exhibit opening for the student body and their families. Immersion is also the time period during which extended trips are undertaken. These trips may include college/university tours, nature/camping trips or the Washington D.C. tour for juniors.

HIGH SCHOOL PROGRAM COMPONENTS

The cornerstone of Twin Oaks' vision is a belief that each student has unique potential and a unique path of development. The task is to provide an atmosphere of acceptance, respect, and trust, so their creativity and sense of civic responsibility can flourish. Montessori philosophy, at both the elementary and secondary levels, emphasizes the importance of self-paced learning, self-governance, and peer-teaching. Twin Oaks is a learning community which recognizes students, staff, and parents as integral and mutually-supportive elements.

All students start their school year with two days of orientation to familiarize themselves with the Charter School's mission, integrity and academic rigor. During orientation, students participate in community building activities on and off campus. They review the academic and conduct policies of the Charter School. Specific attention is drawn to the definition of plagiarism and the Charter School's honor code agreement, which they then sign.

Since inception, the high school grades have begun their school day at 8:45 a.m. This decision was made after a thorough and inclusive study, utilizing up to date adolescent brain research, yielded the information that adolescents' inner "clock" keeps them up later into the evening. This, coupled with the information that adolescents need nine to ten hours of sleep each night, convinced Charter School faculty and administration as to the wisdom of a later start time.

The later start to the school day currently proceeds with block scheduling for all courses. Each class limits direct instruction and maximizes both individual and group work. The student (or

group) chooses the work for each day. In many cases the student, together with the teacher, designs the work to be completed and/or the medium for delivery.

Block scheduling at the Charter School “prepares the environment” for deeper assimilation and understanding of subject matter material. These 90-minute uninterrupted work cycles support more meaningful instruction and interactions. In this way, each class becomes a “lab”, engendering project-based learning and discovery. The culmination of topics and information becomes a way for students to gain a deeper understanding. Block scheduling, within a prepared environment, provides a more individualized learning environment, allowing students to have more interactions with teachers and each other. The schedule provides ample opportunity for peer-to-peer teaching and collaborative learning.

Classes typically incorporate the three-period lesson format of Montessori instruction. Montessori research shows this is an effective format for instruction. The lesson begins with the teacher introducing the concept to the class and showing how the concept works. The teacher then, with the individual student or small group, practices the concept. Finally, the student, independent of the teacher or other class members, demonstrates mastery of the material on their own. The three-period lesson is sometimes called the “I do/we do/you do” method.

The Charter School’s high school classes implement a mastery learning program. Mastery learning is a form of personalized learning that gives students the time and focus they need to master particular skills before progressing to the next level of work. Students take on the responsibility of learning a skill, versus merely accepting a low grade and never really internalizing the information. The teacher’s job is to break down the learning into steps, to offer suggestions for internalizing the knowledge, and to allow the time necessary to learn the information. The advantage of mastery learning is that it offers clear expectations, fosters mastery of a unit of study, is not competitive, and encourages student responsibility.

The Charter School requires mastery learning of at least a C- (70%) grade on all individual and group work, as well as assessments. Further all students must meet all assignment deadlines. Freshmen and sophomores are allowed to re-work any assignments that have been submitted by the determined deadline. Juniors and seniors must submit their work in advance of the deadline in order to have the opportunity to resubmit by the deadline.

To support mastery learning, the Charter School believes students need strong guidance in understanding learning expectations. All the Charter School’s teachers provide their students with a study guide (syllabus) that lists all the dates of the lessons, assignments and assessments for each guiding question (unit), for an entire quarter. These guides effectively define course expectations, grading practices/rubrics and mastery learning. The study guides provide choices in assignments for students. These choices activate the creativity and interest of students, so they are both assessed and are able to showcase their abilities in a medium that is most meaningful to them. The study guides reflect the Charter School’s emphasis on revisiting and applying previously learned course skills. The uniform format of the study guides,

created by teachers, utilize consistent approaches and standards across the curriculum. They operate to free the student from dependence on monitoring by the teacher.

The Charter School's students are asked to organize and apply prior knowledge and to gather and illustrate new knowledge in all subject areas. In all subject areas real world applications are integrated into the curriculum.

Furthermore, the Charter School focuses on meeting the social, emotional and physical needs of each child. This is done in a variety of ways that are integrated into both the advisory program, via implementation of the Self-Construction curriculum, and the general education curricula. As part of the Self-Construction program, freshmen participate in a "College Culture" class while sophomores embark upon a yearlong study of "College Preparation." The junior class is in "College Counseling" for the full school year and, finally, the seniors are registered in their semester-long Internship and their year-long Senior Thesis class.

As adherents to the Montessori philosophy, Twin Oaks believes a school is a place to teach students about how to be better members of their community. The Charter School can be a "community center" by offering a place for students and parents to come together for activities that celebrate diversity, improve wellness and health, and show how to tread lightly on the environment, while improving quality of life. Twin Oaks' aim is for the Charter School, and its students as its ambassadors and innovators, to demonstrate how cultures, technological ingenuity, and innovation can improve lives and community without causing harm to the environment. Through the Charter School's curriculum, facilities, and services to students and the community, Twin Oaks will strive to teach the values and practical solutions for environmental stewardship. In this way, Twin Oaks is preparing students for college and beyond.

PREPARATION FOR COLLEGE

The Charter School is a college-prep charter school. Currently, Twin Oaks' default expectations are that students must meet the A-G eligibility requirements to graduate. There exists in the Charter School the expectation that 100% of all students will continue on to the colleges or postsecondary education programs of their choice. College counseling begins in freshman year (ninth grade). It is embedded within the advisory system. Freshmen are introduced to the Charter School's graduation requirements. Sophomores proceed with the practice of monitoring the requirements towards graduation with the help of the college counselor and their advisors. The weekly PowerSchool individual grade monitoring that takes place within each advisory class continues to support students in taking full responsibility for their grades and final transcripts.

College Preparatory Coursework in High School

Students in grades 10-12 have the option to take honors level courses. These classes are offered for the core academic classes in social studies, science and English. While input is gathered from the subject matter teacher, parent/guardian, and advisor, the student ultimately decides whether to take an honors class in consultation with their counselor. Before enrolling, the student meets with the relevant teacher to understand the expectations and rigor of the course. The counselor then works with the student to evaluate whether the chosen honors classes align with their academic goals and overall course load. Honors classes offer students the opportunity to explore subjects in greater depth, with rigorous objectives that help prepare them for college-level coursework.

During senior year, students are required to attend a semester-long internship as part of their course load. This internship takes place every Wednesday for five hours. This experience exposes students to a line of work in which they might be interested and gives them valuable real-world experience before they start college. Working with the School Counselor, the Internship Coordinator, the student's advisor, and the student's parent(s), the student makes a decision as to where they will do their internship.

All students are required to meet with the School Counselor to review their transcripts and graduation progress. During these sessions, students are advised as to the ways in which they may achieve their post-secondary goals. Students begin individualized college counseling sessions their sophomore year of high school and continue sessions until graduation. They review their Preliminary SAT ("PSAT"), SAT and ACT results during their sessions. The School Counselor assists students with searching for colleges, career options, applying to colleges and the completion of scholarship and financial aid applications. Parents are expected to attend one of these sessions in the spring semester of junior year. They are welcomed to request further meetings throughout the college application process.

Students who qualify for an Individualized Education Program ("IEP") work with both the School Counselor and their Special Education Case Manager to identify their career interests and college preparation paths. They are given an interest inventory survey to ascertain this information. Transition plans are then inputted into each student's IEP and reviewed during annual and triennial review meetings of the IEP team. This team includes the student, parent/guardian, administrator, Special Education Case Manager and general education teacher, if the student is in one or more general education classes. Transition plans are discussed with the student and the IEP team during the meeting. Goals, and paths to reach those goals, are written into the student's IEPs.

Students work towards college or post high school program eligibility and target schools/programs beginning with research on schools and programs, as well as a review of the application process. They then meet with the School Counselor to ensure they are on track with credits for graduation and college admission requirements. These goals are supported and monitored by the student, parents, Special Education Case Manager and School Counselor.

College Counseling

All 9th – 12th grade students are required to meet with the College Counselor and/or advisors to review their transcripts and graduation progress. During these sessions, students are advised as to the ways in which they may achieve their post-secondary goals. Students begin individualized college counseling sessions their sophomore year of high school and continue sessions until graduation. They review their Smarter Balanced Assessment (“SBAC”), PSAT, SAT and ACT results during their sessions. The college counselor guides the students in searching for colleges, career options, applying to colleges and the completion of scholarship and financial aid applications. Parents are required to attend one of these sessions in the spring semester of junior year, and there is a full time bilingual College Counselor on staff at the secondary campus to assist in these parent meetings as needed. Parents are also welcome to request further meetings throughout the college application process.

A year-long class presented as the College Counseling course for juniors introduces them to the college application process. Students identify their career paths; investigate matching post-secondary educational options; analyze admission requirements and review their own transcripts to determine their readiness. The full college entrance testing sequence is presented, and the students are guided through it. Financial aid strategies are also covered. By the end of the course, students write their personal statements and complete their lists of “match-reach-safety” schools.

REAL WORLD EXPERIENCES

Community Service

It is important for high school-aged students to contribute as necessary and vital members of the community. It is also important for students to recognize the value of serving and aiding people less fortunate than themselves. Community service activities include involvement in community organizations and services, such as local senior centers. The curriculum is regularly related to the community service programs with outreach in cultural, environment, and health opportunities.

Students may offer community service to the Charter School community. Students may choose to help at school events, assist on committees to provide input on developing programs, build skills by participating as peaceful conflict negotiation mediators/facilitators, and mentor or take on individual responsibilities in the classroom. Students are encouraged to develop community service plans both within the Charter School and out in the community at large.

All students must complete eighty (80) hours of community service in order to graduate. It is recommended a student does twenty (20) hours per year so that they do not rush through the experience in order to graduate. Instead the student is supported in finding volunteer work off campus that is of interest to them and has meaning.

Senior Thesis/Internship

The overarching theme of Senior Thesis/Internship is "The Future." As seniors are about to graduate and embark on the next stage of their journeys, the future is something that is in the forefront of their minds. Seniors already hear a great deal from parents and extended family members, peers, teachers, and college admission officers about their "future."

The senior class works together to find interdisciplinary approaches to the nature and potential of the future as a basis of their work together. They then work individually in their internship positions defining what questions they would like to examine more closely in their final work at the Charter School.

Senior Thesis/Internship is both a culmination and a commencement. It represents the culmination of the students' work by giving them the opportunity to apply interdisciplinary and internship-based knowledge to original research. All of what the students have learned and experienced is brought to bear in their final thesis.

Senior Thesis is also the start of work the student may continue in the years ahead. The goal of Senior Thesis/Internship is to afford students the opportunity to do lasting, meaningful work that they will continue to pursue at the university level. The final paper is 10-15 pages in length and consists of a literature review that puts the student's unique question in the context of the history of thought and current research.

In Senior Thesis particular attention is given to the distinction between the research methods of the social sciences and those of the physical sciences. In addition, students learn library procedures, techniques of computer search, compiling references, interviewing and methods for finding, evaluating, and recording material. Students become familiar with the major writers and works within their particular area of research. Students also work with on-site mentors who are experts in their fields or subjects of interest. The Senior Internship is closely coordinated with Senior Thesis to provide for one-on-one guidance with a mentor. At the end of the school year students present their theses to the Charter School community.

Life Skills

The Charter School's classrooms are built on the foundation of establishing lifelong guidelines for open-minded, thoughtful, and respectful interactions, as well as practicing life skills. The Montessori classrooms provide many opportunities at all levels for the development of these universal themes.

An orientation class trip at the beginning of each year focuses on activities that build trust among students and teachers. Attending this trip is essential. Learning to trust oneself, peers, and adults is the first step in establishing a community of learners. Trust is an important factor in early adolescent development. Honesty in personal relationships and academic work is the cornerstone of classroom agreements.

The Charter School expects students to treat themselves with respect, to treat each other with respect, and to treat the materials in the environment with respect. The Charter School expects all class members to graciously give and receive acknowledgements. All books, materials, and equipment in the high school are expected to be kept in good condition so that others can use them.

The Charter School recognizes two kinds of responsibility. The first, Personal Responsibility, means taking care of one's own needs in the learning environment. These needs include time management, organization, problem solving, completing individual work on time, and the ability to focus on the task at hand. The second, Group Responsibility, means taking care of the needs of the group and contributing to the group. This involves supporting others, working cooperatively, listening in an active manner, and managing personal behavior in groups. Both areas of responsibility are important in establishing a healthy classroom community. The learning environment at the Charter School fosters these values with a variety of learning opportunities including: community meetings, daily jobs, cooperative work groups, individual work and community service.

A vital component of the Montessori curriculum is the building of character and leadership within the students, both of which are crucial life skills. This is accomplished within the structure of the classroom through teaching responsibility to the individual as well as to the community. Throughout all grade levels, this is practiced through the fulfillment of job responsibilities, guiding students to independently and peacefully resolve conflicts (which builds trust within the community), and allowing students to make choices within certain parameters. At the high school level, these traits are demonstrated through student-led meetings, initiation and organization of events and activities by the student body, and group decisions made for the good of the community.

The Charter School has incorporated into its program Immersion week, senior internships, and a business entrepreneurship course in order to link students to the real world. During Immersion students can choose from a list of mini STEAM courses, each with an off-campus element. The Business Entrepreneurship course enhances student understanding of business models and management. Students are taken on field-trips to see successful corporations and partnership models so that they are able to see how these companies predict future success, as well as how cash flow is managed. Students in this course learn about business plans, budgets and stocks.

INCORPORATING TECHNOLOGY

Student work samples exemplify that many assignments require students to use technology to achieve academic standards and fulfill learner outcomes. In order for students to be prepared for career- and college-readiness, they need to be literate in technology including industry-standard software and hardware and research methods, among other 21st century skills. Many research projects at the Charter School incorporate the use of technology as well.

At every level, students engage in research that incorporates technology in both the gathering and communication of information.

Students utilize on site technology resources to research and learn new concepts through inquiry. They practice newly acquired skills, write or present ideas, and give/receive feedback from teachers, group members, and peers alike. All courses include the use of technology to demonstrate mastery. Student work is presented using presentation software, video/filmmaking, websites, blogs, word processing, data organization and art/graphic design platforms.

Students at the high school level, participating in College and Career counseling, utilize online resources such as Khan Academy to prepare for the SAT, the College Board website to sign up for SAT and view scores. They use technology to do college research, take career and interest inventory tests, and begin working on their post-secondary plan.

Teachers and students use tools such as Google Classroom, Weebly, Prezi, Chromebooks, Projectors, iMacs, Touchscreens, Dragonspeak, PowerSchool, Kahoot, Remind, Khan Academy, WebMo, SmartBoards. All faculty members employ Google classroom to communicate and manage assignments.

SERVING ALL LEARNERS

Twin Oaks is inclusive and offers services for all students in all student groups served by the Charter School. This includes, but is not limited to, students who qualify for free or reduced-price meals; students who are designated as ELs; and, students who receive special education services.

Students are most successful when there is a cooperative effort between their parent/guardian and the Charter School, with a commitment to and clear agreements regarding shared responsibility. Twin Oaks has developed time in the professional development calendar for teachers to evaluate data and to plan strategically to support all learners. Instruction is differentiated according to learning styles, strengths, abilities, and interests in support of all learners. Students receive actionable and timely feedback, which empowers them to achieve by building on what they know. All students receive a rigorous, standards-based, and experiential learning experience.

At all levels, the Charter School uses assessment results to modify and improve resources available to students. Staff is continuously collaborating to improve their support of student growth. In order to support all students, and ensure all students maximize their time in the general education setting while experiencing academic growth and success, Twin Oaks has made the following, proactive adjustments to its instructional program as a result of its data-driven practices:

- Staffing adjustments and additions:
 - Reading and Math Intervention Specialist (1st-12th grades)

- ELPAC Testing Coordinator position
 - Instructional Coach (9th-12th grades)
 - Attendance/Wellness Coordinator
 - Full time Counselor/College Counselor (9th-12th grades)
 - Full-time Special Education Specialist (in addition to the full-time Director of SPED)
 - Full-time Mental Health Specialist
- Staff practices to increase monitoring of student performance
 - Grade alike teacher meetings to calibrate curriculum, and analyze student work
 - School-wide writing and presentation rubrics
 - Weekly in-service workshops for faculty
- Student facing programmatic adjustments and additions:
 - Diagnostic assessments also indicate whether a 7th or 9th grader needs to be placed in an Integrated Math elective for additional math support.
 - After school tutoring program (7th-12th grades)
 - In House Credit Recovery program (7th-12th grades)
 - CAASPP testing practice embedded into advisory/math/English/language arts
 - SST conferences required for students earning no credit (“NC”) quarterly grades (9th-12th grades)
 - Advisory college prep curriculum for 11th graders

Student progress is also transparently shared with students and families as it becomes available to ensure information is available to everyone, needs are identified and support is quickly provided. This information sharing includes, but is not limited to, the following practices:

- Test scores, such as CAASPP, ELPAC, CAST, PFT, and PSAT, are communicated to parents, students and relevant staff.
- Trimesterly progress reports along with two family, student, teacher conferences annually. (1st-6th grades)
- Quarterly and semester report cards. After semester report cards, each student is scheduled for a family conference (in August and January) to look over their academic progress and goals. (7th-12th grades)
- Advisors guide each of their advisees through a review of their grades in PowerSchool. These meetings occur weekly. (7th-12th grades)
- Junior Class Progress Reports are reviewed with all 11th grade families and the college counselor to review student progress towards graduation, credit completion, and attainment of community service and physical education hours.
- The college counselor regularly checks on student progress towards graduation and presents the College Counseling course to Juniors.
- The College Counselor conducts regular transcript reviews and meets with students who are falling behind in graduation requirements. Conferences are scheduled for those students and their families. (9th-12th grades)

- Senior Internship sites are surveyed to ensure students are meeting expectations and achieving their stated goals. (12th grade)

The Charter School makes every effort to create a culture of mutual accountability, whereby all members of the community share responsibility for improving student outcomes. The Charter School can only accomplish this goal through transparently sharing data freely and regularly, and facilitating open discussion about how to use the data to inform programmatic improvements to heighten student achievement in pursuit of student success and the Charter School's mission.

Twin Oaks maintains a culture of high expectations for all students. The Charter School believes all students can achieve and meet rigorous standards, regardless of their strengths and challenges, and, therefore, all students should be offered opportunities to engage in and succeed with a rigorous curriculum.

Plan for Transitioning Students Without Previous Montessori Experience

The Montessori approach inherently incorporates strategies for supporting the individual pace and style of learning for each student. These strategies assist students who are experiencing challenges in their studies; those who are catching up on work and lessons due to absences; and those who are new to Montessori. The strategies help students facilitate the integration of foundational knowledge as they transition into the Montessori learning environment. The Montessori approach to integrating new students includes peer mentoring, consolidations of foundational Montessori lessons and principles throughout the curriculum, small group work, individualized instruction, assessment, and follow-up from the teacher.

The Charter School will acclimatize new students to the Montessori approach in the following ways, as appropriate by grade level:

1. Orientation activities;
2. Student-centered Montessori environment to support the transition;
3. One-on-one teacher assistance for each student;
4. Peer support via classmates assigned as mentors;
5. Student outings and field trips to build community; and
6. Continuous teacher observation, assessment, feedback, and support throughout the student integration process.

Each school year, the first few days are an orientation for all students, with each teacher establishing expectations and procedures, as well as introducing new students to the Montessori approach.

As a general description of how the Montessori environment supports this transition, uninterrupted work cycles are incorporated into both the morning and afternoon in the elementary program and in all subject matter classes in the secondary program. It is during this

time that lessons are provided while students are simultaneously completing follow-up work, conducting research, and receiving assistance as needed. Socialization in the form of collaboration and peer assistance is encouraged and expected during these work periods.

Lessons are given to individuals, small groups, or the whole group depending upon the concepts being presented. These lessons are led by the teacher. During this carefully orchestrated time, the teacher can work with individual students while other students are either working together collaboratively to fulfill a group assignment, or independently to complete individual assignments, or even informally with other students in order to get assistance or to master their own learning by teaching others.

Students who are transitioning into the Montessori environment have access during this time to one-on-one teacher assistance as needed. They also can access assistance from peers on assignments and general information regarding expectations within the classroom. Since collaboration amongst students is encouraged, the transitioning student is an active participant in the environment from the outset and, therefore, has constant ongoing orientation and support while growing to understand the Montessori classroom, philosophy, and expectations.

During the first weeks of the school year, as well as the first weeks following a new student's admission into the Charter School, if transferring during the school year, students with prior Montessori experience volunteer to act as peer mentors to the transitioning student(s), working together with them during the work cycle periods; orienting the student as to daily community responsibilities, and; explaining daily/weekly procedures. The peer mentor(s) are assigned to the same formal work groups with the transitioning student(s). In this way, the transitioning student works together with the mentor students and other members of the group, gaining a clear understanding of work expectations and the roles of the group members overall and individually. In the secondary program, new students are encouraged from the onset to participate in and lead/facilitate community meetings, seminar discussions, and team-building activities.

In addition, it is typical for secondary level Montessori communities to participate in team-building outings during the first month of the school year. For example, this experience can take the form of a 7th grade class day visit, a 9th grade ropes course, or an overnight senior class retreat. The goal of these outings is to build community, provide an opportunity for the students to work together to achieve a common goal, and allow time for the students to gain familiarity with each other. During this time period, students are guided to use their leadership skills to problem-solve, achieve student-identified goals, and learn to work together in structured groups. This experience provides an optimal opportunity for newly transitioning students to become acquainted with their peers and integrate into the community.

A critical part of the Montessori teacher's responsibility is observing students during different periods of the day to assess the needs of the class as a whole and that of specific individual students. The classroom teachers are therefore constantly observing and assessing students who are transitioning into the Montessori environment, making sure the student is engaged and

understanding the procedures of the day, is exhibiting appropriate behavior within the classroom, and is flourishing in the environment. The classroom teachers lend support to the transitioning student as needed, checking in with the student on a regular basis to ensure the student's needs are being met and providing any necessary clarifications as the student assimilates into the new environment. Through ongoing support and regular check-ins, teachers ensure that transitioning students understand classroom procedures, engage actively, exhibit appropriate behavior, and thrive within their new educational community.

Students Who Are Achieving Below Grade Level

The Montessori approach at Twin Oaks inherently incorporates strategies tailored to support the individual pace and style of each student's learning. These strategies assist students who are experiencing academic challenges. The Montessori approach helps students integrate foundational knowledge through consolidation of foundational Montessori lessons and principles within the curriculum, small group activities, individualized instruction, and ongoing teacher assessment and support.

Twin Oaks believes a focused Montessori program in alignment with the State Standards makes significant improvements in the baseline academic performance for all students. Students who are performing below grade level are identified with the following assessments:

- the results of the state CAASPP assessment for applicable grade levels
- initial classroom assessments in Math and English
- assignments based on lesson follow-ups, research or individual work
- on-going assessments throughout the year
- observation, as Montessori and state credentialed teachers are trained to identify students who are struggling to perform at grade level.

Depending on identified needs, students receive one or more of the following interventions:

1. Classroom-based instructional activities are modified to draw out students' various strengths and support their growth. Montessori's strength is targeting resources to students' individual learning strengths and needs while addressing their gaps and areas of growth.
2. Students needing additional assistance in particular subjects or skill areas obtain additional support from staff and they have model peers available in class.
3. A Student Success Team ("SST") meeting is conducted with a student's parent/guardian and teachers if a student is still not achieving at grade-level standards after the above strategies have been attempted. Specific information about the Student Success Team can be found below.
4. After-school tutoring addresses academic gaps and proficiency levels. In addition, students who are experiencing difficulties in a particular concept or subject area are partnered with students who have demonstrated mastery in that concept/subject area. The student, peer-tutor, and teacher create a plan of assistance for the student, which is

evaluated and evolved, in accordance with the student's identified and possibly changing needs.

5. Proficiency levels and progress are monitored weekly. Montessori emphasizes personal responsibility to meet specific goals and standards. Parents and students are expected to participate in the students' educational progress. Support team meetings, including the student, the student's parent(s)/guardian(s), the teacher, and the Principal/Counselor, are conducted on a regular basis to assess achievement and re-evaluate strategies, and, if necessary, accommodations to promote student success. Teachers document student success with these strategies in correlation with the achievement the student is experiencing. If the student does not demonstrate progress with the documented implementation of necessary strategies and accommodations, referral for student testing to identify specific learning differences is undertaken. Upon identification of a specific learning difference, the student is provided with resources that address the specific learning difference. This may include (but is not limited to) additional specialist tutoring, technology assistance, organizational aids, extension of due dates, and lesson/project segmentation. Since students stay with the same subject matter teacher for two/three years, the teacher has an extended opportunity to understand the students' needs and challenges, as well as effective individualized strategies to assist them. The teacher thus serves as an ongoing support to students. They are also a conduit to identify appropriate resources to ensure student success.
6. Teachers also support students who are assessing below grade level in ELA by providing reading intervention groups and one-on-one check-ins, particularly in English, History and Science classes. This process promotes understanding in these core subject areas and results in more meaningful student participation in class and in Socratic Seminars. Differentiated instruction is implemented in all levels and all classrooms implement inclusion for the purposes of Special Education.
7. The secondary program also includes dedicated office hours after school as well as differentiated practice in ELA and math, using programs such as Freckle, which are incorporated in classroom workcycles. If needed, students can participate in a support style elective class for additional intervention support.

Multi-Tiered System of Support

The Charter School also implements a comprehensive Multi-Tiered System of Supports ("MTSS") to ensure all students receive the academic, behavioral, and social-emotional support they need to succeed. Rooted in Twin Oaks' whole-child and Montessori philosophy, the MTSS framework provides a continuum of tiered interventions that increase in intensity based on student need. The MTSS Team, composed of school administrators, mental health professionals, and special education staff, meets regularly to review student data, identify students in need of additional support, and coordinate targeted interventions. All students benefit from high-quality, differentiated Tier 1 instruction, universal SEL strategies, and proactive behavior support. Students requiring additional help are provided with Tier 2 small-group instruction or counseling support, and those with intensive needs receive individualized Tier 3 interventions or may be referred for special education evaluation.

Student Success Team

Twin Oaks also implements an SST model to the maximum extent feasible to attempt to meet all student needs within the general education setting, prior to referral for formal assessment for special education eligibility. The SST typically consists of the student's teacher(s), a school administrator, the student's parents/guardians, and others familiar with the student. The team oversees development of plans to meet student's needs, if possible, without referral to assessment for special education. The team monitors student progress for a defined interval and then reconvenes to assess the effectiveness of planned interventions and support. The outcome of the second meeting is driven by the results achieved and could be additional support, a removal of support if the student is back on track, or other next steps which could include a referral for an assessment for eligibility for special education services.

Secondary After School Tutoring

The faculty at the Charter School currently offer a formalized tutoring program from 3:30 until 4:15 p.m. Each faculty member provides support in the teacher's subject matter to any student in need, regardless of grade level. In this way any student is able to get support four days per week (Monday, Tuesday, Thursday or Friday) in all subjects, such as Math, English, Social Studies, Science and Spanish. Currently this is an optional program for all the Charter School secondary students. However, it is a requirement for those students who do not attain mastery in one or more core subjects at the end of any marking period.

Students Who Are Achieving Above Grade Level

Some students at the Charter School are better prepared to learn at a faster pace than the corresponding grade level State Standards. Students who are identified as high achievers through classroom report card/grades, placement test results, and teacher recommendations have the opportunity to do more advanced work and to excel at their individual pace. The Montessori classroom is well suited to students who are performing above grade level because the multi-age class offers materials that span more than a one-grade to provide ongoing challenges.

In elementary classrooms teachers are able to meet each individual student's needs through small group instruction and offer lessons to students based on their unique skill and ability levels rather than those tied to the students grade level. Teachers also find ways to extend work so students who are achieving above their grade level can create their own projects and apply them to subject specific needs. In collaboration with teachers, students often deliver lessons to peers with teacher approval, provide school wide presentations, use Montessori manipulatives from older student classrooms, and create hands-on projects to make the learning experience relevant in students' lives.

Some examples of this extended learning for elementary students included, but are certainly not limited to, the following: implementing fundraisers for children in Ukraine by making and selling hats from the classroom; cooking tortillas and making quesadillas to sell them to support overnight field trips; developed a Chicken Coop project which included writing for grants, designing and building the coop, feeding and raising chickens, and selling eggs. These interdisciplinary projects are not limited to students performing above grade level, but are ways that students can find meaningful work to be part of the world they live in as they also extend their learning and connect it to real world experiences.

At the high school level, honors classes allow a student to perform above grade level in one area while continuing to master grade-level skills in another subject area. Students are given multiple opportunities that provide intellectual enrichment and enable them to contribute positively to the Charter School community. Specifically, students achieving above grade level may be offered opportunities such as:

1. Leadership development: students develop leadership, team building, and advanced communication skills in the Montessori classroom by serving as peer teachers and project leaders for their classmates.
2. "Pull out" opportunities offered throughout the curriculum to enhance their classroom learning: Teachers work to plan a challenging lesson plan. Skilled students may work with classmates while challenging their skills by taking on advanced projects. For example, a student achieving above grade level in English Language Arts may write a play that classmates perform.
3. After-school opportunities will encompass peer-tutoring which will address academic gaps and proficiency levels.

Since the Charter School has the responsibility of assuring all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for students achieving above grade level. In addition, students working at different paces are sometimes paired so students excelling in a particular subject can help students struggling with more challenging material. Research shows that people deepen understanding through the process of teaching others. While it is important for the student to choose the classes and activities that will help their advancement, the Charter School believes it is also important to maintain a good balance between academic and social skills.

Some additional examples of how Twin Oaks challenges students who are achieving above grade level include, but are not limited to:

- The science department encourages students to be aware of their environment by caring for the Charter School's organic garden, restoring Twin Oaks' environment daily on the "Green Team," and taking nature hikes on local trails.
- One particularly impressive application of scientific knowledge has been student participation in the Bioengineering Competition at the University of California, Berkeley.

This competition includes inventing a medical device or a synthetic biological pathway to address a medical problem within the scientific field.

- Inventing knowledge and communicating it is a core part of the Digital Media classes at Twin Oaks. Students are asked to plan, create and disseminate original digital and concrete art pieces that draw upon their own life experiences.
- The Student Store, which is student-run, creates an opportunity for student volunteers to serve their community, to experience the real world responsibility of being an employee, and also to apply math skills to the real world. Some math strategies utilized in the store include inventory, balancing a cash register and tracking supply and demand.
- Finally, fundraisers are student-led and also allow students to exhibit their knowledge. For example, the Personal Finance and Business Entrepreneurship students create businesses that reflect their target market (the Charter School's community). They track their business' progress, employ advertising strategies, analyze their business' strengths and weaknesses, and reflect on the process.

Special Education

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including but not limited to the IDEA and Section 504, and the ADA. Twin Oaks understands that it must ensure all of its students have access to a free and appropriate public education ("FAPE") in the least restrictive environment ("LRE").

The Charter School functions as an independent local education agency ("LEA") for purposes of providing special education and related services pursuant to Education Code Section 47641(a). Under the law, the Charter School has opted to deliver special education and related services as a member of the Sonoma County Charter Special Education Local Planning Area ("SELPA").

So long as the Charter School is a member of the SELPA, the Charter School shall notify the SELPA annually of the intent to participate as a member of the SELPA prior to February 1 of the preceding school year, or as required by the SELPA. In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the District, the SELPA, and the California Department of Education before July 1st of the school year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services, as well as all SELPA policies and procedures, and shall utilize appropriate SELPA forms. The Charter School shall be fiscally responsible for its special education program, including any necessary legal fees.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal, or their designee, and shall include the Principal (or their administrative designee), parent/guardian, the student if needed, a qualified faculty member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations.

The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which 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 intelligence quotient.
- Tests are selected and administered to ensure when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure the student receives FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources,

including, but not limited to, assessments conducted by the Charter School's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal, or their designee, will ensure teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher reviews the 504 Plan with any long-term substitutes. 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 504 Plan, needed modifications to the 504 Plan, and continued eligibility.

Child Find

The Charter School participates in a comprehensive "child find" system to identify students who have or may have special needs. This system includes various policies and practices, including, but not limited to, the following:

1. Post-matriculation in-take practices that identify students with special needs to help ensure the Charter School is aware of all students who have identified special needs;
2. Relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
3. Staff development and training to ensure they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,
4. Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

Referral and Assessment

In the event that formal interventions, such as those provided through the MTSS process, are not successful, the Charter School refers students for evaluation for special education by the LEA assessment team. If the assessment team identifies the student has special needs and requires special education and related services under the terms of IDEA, the Charter School works with appropriate LEA staff to conduct an IEP team meeting or meetings.

In the event a student is considered for formal evaluation by the Charter School, the parent/guardian is notified in writing and parental consent is sought in order to proceed with the referral. A parent may also directly request an assessment for special education services. Within 15 calendar days of receiving the referral, an assessment plan for the student is presented to the referring parent. Once a written consent to assessment is received from the parent, the assessment(s) must be completed, an IEP meeting held, and, for eligible students, the IEP developed and implemented within 90 calendar days.

If a written request for a new or additional assessment of a student already in special education is received, the Charter School immediately works collaboratively to provide the referring parent with a written proposed assessment plan within 15 calendar days. If a parent requests an IEP meeting without the need for a new assessment for a student already in special education, the Charter School ensures an IEP meeting is held within 30 calendar days from the date of receipt of the written request.

Interim and Initial Placement of New Charter School Students

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

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

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

The Charter School shall notify a student's district of residence when a SWD enrolls at the Charter School, transfers into the Charter School, becomes eligible for special education services, becomes ineligible for special education services, transfers out of the Charter School, or otherwise leaves the Charter School.

Non-Public Placements/Non-Public Agencies

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

Non-Discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature,

extent, or severity of a disability or due to the student's request for, or actual need for, special education services.

Procedural Safeguards

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. Concerns or disagreements raised by parents related to services and rights shall be received by the Charter School. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Due Process Hearings

The Charter School may initiate a due process hearing, or request for mediation, with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable.

The Charter School provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

If a parent/guardian files a request for a due process hearing or request for mediation, the Charter School shall defend the case.

Parents or guardians also have the right to file a complaint with the CDE if they believe the Charter School or SELPA has violated federal or state laws or regulations governing special education.

Individualized Education Programs

The Charter School participates actively and as appropriate in planning and conducting the IEP team meetings and processes. The Charter School commits to implementing all special education and related services called for in the IEP. Student progress toward the goals specified in the IEP are monitored regularly and revised annually. At the elementary level the Charter School divides the year into trimesters, providing a progress report at the end of each trimester and ending the year with an annual review and an IEP meeting where new goals are presented for the following school year. The secondary program divides the year into quarters, providing a progress report at the end of each quarter and ending the year with an annual review and an IEP meeting where new goals are presented for the following school year.

An IEP team is a multidisciplinary team of a parent, the student, if appropriate, a general education teacher, if the student is enrolled in one or more general education classes, a special education teacher, the Principal, and other individuals who have special knowledge regarding the student. Annually, or more often if necessary, the IEP team meets to review and revise the IEP and determine placement.

Within three years of previous classification, a multi-disciplinary re-evaluation is completed to determine whether the student continues to be classified as a student with a disability. Re-evaluation is conducted sooner, if the condition warrants or if the student's parent or teachers request the re-evaluation. Re-evaluation is conducted when a change in eligibility is considered. All requirements for performing a re-evaluation are completed within 60 days upon the receipt of written parental consent for the assessment.

When, via a re-evaluation, a student is determined to be no longer eligible for special education, a written notice of the determination is provided to the parent within 15 calendar days of the re-evaluation meeting. The parent has 15 calendar days to consider the result of the re-evaluation.

Montessori Approach to Children with Special Needs

One of the tenets of the Montessori approach is to integrate all students, including those with special needs, into the learning environment. Contemporary inclusion is in agreement with the Montessori approach, which places emphasis on the benefits gained through involving students of different abilities and learning styles in the same environment. Individual and small group lessons are provided.

Why is Montessori Successful with Students with Special Needs?

Students within a Montessori learning environment are more likely to have their exceptional gifts and challenges identified and met because of their Individualized Learning Program. Furthermore, as Tim Duax points out in his article in the Milwaukee Journal (April 27, 2008), "These results are not magical; they are, in fact, replicable."

Duax states that several characteristics of the Montessori educational system stand out in helping students with various needs excel:

- the multi-age class with low student turnover and lasting relationships with teachers;
- comprehensive staff development and accountability, and;
- the prepared Montessori environment with its characteristics of high-performing classrooms.

Montessori teachers are effective with students with special needs because the Montessori approach focuses on the individual learner and provides a carefully prepared environment,

which allows students to learn and progress at their own rate and according to their own capacities. As such, attending to students with special needs becomes something that can be addressed within the normal classroom agenda. This makes the Montessori approach ideal because, in fact, all students are considered unique and are encouraged accordingly.

Integrating students with special needs into collaborative work groups and the social interactions of the class is considered a benefit to all students in the class, who learn to interact respectfully and considerately with others, learn to acknowledge inevitable differences, and, importantly, identify underlying similarities.

Provision of Services and Academic Support

As the Charter School is an LEA for special education purposes, it is responsible for all services and procedures legally required of an LEA delivering special education. These services and procedures also follow all requirements of the SELPA. Like other LEAs, the Charter School has the flexibility to deliver these services itself or contract with an outside agency to perform these tasks.

Given that the Charter School is a Montessori program designed with mixed-age classrooms, students with all abilities are integrated in its inclusive classrooms. Depending on the unique needs of students with disabilities, and based on the services outlined in their IEPs, a variety of instructional techniques are used to promote student learning and meeting the IEP goals. These techniques include, but are not limited to, individualized pull-out instruction, small group instruction, peer-partnered modeling/instruction, and general Montessori classroom instruction. Related services such as speech, physical, and occupational therapies are conducted in the classroom or as pull-out sessions depending on the needs of students with disabilities and/or as outlined in the IEP. Assistive technologies, which the Charter School is responsible for, are incorporated into the classroom as needed. To the maximum extent possible, students with special needs remain integrated with general education students to minimize interruption in interaction and learning and ensure placement in the LRE. In addition, the Charter School's Montessori teachers and administrative team are part of the multidisciplinary team, serving students with disabilities, working collaboratively with parents and therapists, and conducting continuous assessment to monitor student progress. Teachers use a multidisciplinary approach to providing a holistic education to students with special needs.

Differentiation of instruction at the Charter School starts with the general education classroom teacher and continues with the Special Education Coordinators and the Education Specialists, who also act as co-teachers with general education classroom teachers. Education Specialists provide push in and pull out services. They also share information regarding student skills, strengths, challenges, data, progress over time, and IEPs.

Based on each Special Education student's IEP and individual needs, differentiated instruction is implemented in the inclusion setting and via pull out services. Teachers use the information from Special Education staff to differentiate instruction, provide and integrate required and

appropriate multimedia and assistive technology such as headphones, privacy shields, digitized and visual lessons, Chromebooks, alternative lesson formats, as well as Montessori choice-based assignment selections to support all learning styles. Furthermore, the use of projectors, computer labs, Smartboards, and additional technology resources make assignments accessible to all students with various learning styles and needs. Students are presented with materials with various approaches. Students are provided with alternative ways to access information through visual aids, audio lectures, video lectures, supporting notes, graphic organizers and, if appropriate, the use of the computer for writing and research. Student groupings are also differentiated to ensure a diverse level of ability and learning styles. Students work together to tap into each other's strengths and weaknesses, to accommodate for diverse learning needs. Twin Oaks provides all technology resources, including adaptive technology, as required by students' IEPs.

Serving English Learners

Overview

The Charter School meets all applicable legal requirements for English Learners, including Long-Term English Learners and students at-risk of becoming Long-Term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient status ("RFEP"), monitoring, evaluating program effectiveness, and standardized testing requirement. The Charter School implements procedures to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Initial Identification and Assessment

Upon initial enrollment at a California public school, including Twin Oaks, the family completes the home language survey ("HLS").

Charter School staff review the results of the HLS to determine a student's status as either:

1. English Only ("EO"). If the answers to the first four questions on the HLS are "English" the student will be categorized as English Only; or
2. To Be Determined ("TBD"). If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language. From this data, the student will be assessed to measure their level of English proficiency.

Parents may amend their response to the HLS at any time. If the student has already been administered the Initial ELPAC, described below, changes to the HLS will not affect the student's official language classification.

If a student transfers to the Charter School from another school, staff will contact the previous school for student records and check the student's language status on the California Longitudinal Pupil Achievement Data System ("CALPADS"). In reviewing both sources, the

Charter School will follow state protocol in notifying parents and coordinating for students to take the appropriate state assessments.

English Language Proficiency Assessments

All students who indicate their home language is other than English will be tested with the ELPAC. All students who are designated as “English Learners” in CALPADS will be administered the Summative ELPAC on an annual basis. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an EL, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the HLS. Students with a “TBD” determination after HLS review are assessed on their English language proficiency level with the Initial Assessment. The IA is given to students in grades K-12 whose primary language is not English and who have not yet taken any previous state English language tests and have not yet been classified as ELs.

The IA testing window will be year-round (July 1 – June 30). For any student whose primary language is other than English as determined by the HLS and who has not been previously identified as an EL by a California public school or for whom there is no record of results from an administration of an English language proficiency test, administration of the IA occurs within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. The IA is scored by the school site. The locally scored IA will be the official score. Based on the student’s overall initial performance, they may be classified as:

1. An English Learner – the student must be annually assessed with a Summative Assessment until the student meets eligibility criteria for reclassification and is Reclassified to Fluent English Proficient; or
2. An Initially Fluent English Proficient (“IFEP”)

Summative Assessment (“SA”)

All currently enrolled students with “EL” designation take the Summative Assessment every spring between February 1 and May 31 until they are reclassified as fluent English proficient. The Summative Assessment is only given to students who have previously been identified as an EL based upon the IA results, in order to assess how well an EL is progressing toward mastery of the English language in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

The ELPAC assessment includes all four language domains: Listening, Speaking, Reading, and Writing. Overall scale scores fall within levels one through four. These four ELPAC performance levels are aligned with the California ELD Standards.

Both the ELPAC IA and SA are assessments administered in seven grade spans – K, 1, 2, 3-5,

6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA are administered via a computer-based platform for all domains except the Writing Domain for kindergarten through 2nd grade, which is administered as a paper-pencil test.

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

The Charter School will notify all parents of the Charter School's responsibility for ELPAC testing and of ELPAC results within thirty (30) days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

Montessori Approach to Educating English Learners

The Montessori philosophy of learning has an important advantage over traditional teaching when it comes to supporting ELs and their learning: instruction is not lecture-based, so students have many opportunities to further their core curricular skills using collaborative methodologies, such as hands-on materials and collaborative work with peers. Students' academic progress is not limited as they learn another language. In fact, development of academic skills in subject areas, and specific grade-level content standards, can parallel language learning. Through culturally responsive teaching practices the students' linguistic and cultural experiences are reflected in the classroom, creating a sense of community that centers and celebrates diversity. This sense of connection that is fostered aims to lower ELs' affective filter to create a strong sense of emotional safety, which, in turn, supports and enhances the effectiveness of the learning environment. Through monthly homework projects, literature, and weekly assemblies, students have opportunities to interact, speak, discuss and share about their rich multi-lingual backgrounds.

Since student achievement is evaluated on many levels, not simply through verbal participation or written work, ELs can thrive academically and show ongoing success in other subjects while learning English Language Arts and attaining English proficiency.

ELs have full access to the Charter School's educational program. Given the extensive multilingual and English Learner population of Hayward and its surrounding communities, addressing language learning is a priority at the Charter School. The Charter School offers the ideal mixed-age classroom setting to support a mainstreaming program for ELs with integrated ELD practices maximized, as well as individualized support for students where needed. The Charter School provides designated ELD instruction to support ELs in developing the skills needed to meet the State Standards using the proven Montessori curriculum in English Language Arts, English Language Development, and various combinations of instructional approaches, including one-to-one push in support and small group direct instruction both inside and outside the classroom.

The academic program at the Charter School is aligned to support the needs of all students. Classrooms are fully inclusive and incorporate integrated ELD strategies and supports. This

inclusive access is a significant advantage embedded in the Montessori approach and at Twin Oaks. In classrooms teachers use scaffolding supports such as visual aids, realia, and sentence frames to increase access for English Learners during classroom instruction, as well as when completing sorting activities and other individualized work for their English Language Arts independent practice. In the elementary grades there are Montessori curricular resources where students study grammar and the parts of speech. These traditional Montessori materials are extended into small group lessons at the secondary level for ELs as needed based on ability. Gradual release of responsibility is a practice that is naturally a part of the Montessori lesson progression both at the Elementary and Secondary level. Flexible grouping with a focus on differentiation provides small group instruction targeting the specific needs of English Learners. At the secondary level these small groups also receive support outside instructional time during advisories and block work hours. The groupings are informed by varied assessments including the summative ELPAC results. Students receive more frequent instruction both inside and outside the classroom as needed based on their current performance. Students are also grouped heterogeneously by performance to target specific needs, such as reading and writing. Direct reading and writing instruction also targets academic language across multiple subjects. Collaboration between and among ELs is also facilitated at Twin Oaks. For example, students create vocabulary materials in their small groups and these materials are then shared and used inside the classrooms in all subject areas.

The Charter School provides explicit designated ELD instruction and support for EL students. The addition of E.L. Achieve Intervention for grades 1-6 specifically supports students who have struggled with reading and comprehension. During small group instruction, students are actively engaged in collaborative, interpretive and productive activities. They are also learning how English works by structuring cohesive texts, expanding and enriching their ideas, and also connecting and condensing ideas. Through activities utilizing the Frayer Model, for example, students develop their academic vocabulary in the context of an engaging grade level text that simultaneously builds their background knowledge and/or connects with prior knowledge.

Using the ELD standards to guide instruction, teachers scaffold for ELs to ensure progress across the emerging, expanding, and bridging continuum. Sentence deconstruction is another helpful strategy that is used to analyze compound or complex sentences collaboratively to delve into the meaning. At the text level, collaborative retell encourages discussion and facilitates a deeper understanding of the text.

Additionally, students have access to programs and virtual platforms that identify gaps, assess needs and provide independent practice and support. Platforms such as *ReadWorks* focus on the three pillars of reading comprehension. Students also have access to *MobyMax*, and *Freckle*. To facilitate independence as they progress along the continuum of their English learning, multi-language learners at the middle school and high school level also have access to the *MOTE* extension while working in their Google Classrooms. This extension allows them to translate any text into 60+ languages, access a dictionary, create vocabulary flashcards and engage in many activities designed to support their reading, writing and spoken content creation progress.

Another way instruction is differentiated inside and outside of the classroom is with EL support tutoring staff. The tutoring staff provides support with translation, all subject related curriculum, and understanding of the testing process in a one-on-one setting. Via designated ELD, tutors also assist and assess English Learners with assignments, projects and resubmissions in order to support ELs within and outside of the general education classroom.

English Learner Instruction, Programmatic Options

Using the mainstreaming approach, the Charter School integrates ELs and English only students in its fully inclusive classrooms where the structured English immersion program can be effectively delivered. In addition to general Montessori-style instruction, the Charter School offers supplemental English instruction for ELs focusing exclusively on English language development skills. The English Language Arts teacher and Reading Specialist organize the ELD work (speaking, listening, writing, reading, grammar, and literature) for which each EL is responsible. The English/ Language Arts teacher and Reading Specialist monitor the student's efforts and plan small group lessons for ELs based on their needs, including their most recent assessment results.

All of the Charter School's teachers provide on-going support to ELs throughout the school day. Peer-partnered activities are also included in the work periods. The Charter School's students are encouraged to collaborate with their peers in all subject areas. The natural verbal exchange refines ELs' ability to speak and understand English.

Montessori classrooms value the emotional safety of all students through class meetings, an emphasis on grace and courtesy in all interactions, and sharing of interests and project work on a regular basis. As noted, this accepting atmosphere in classrooms makes them safe places for ELs to take risks with language development.

The Charter School's aim is to ensure a quality EL program that enables ELs to gain a minimum of one English language proficiency level annually, as measured by the ELPAC via the ELPI, to achieve and maintain English proficiency levels, to attain achievement in all academic subject areas, and to have full access to the range of educational opportunities that is envisioned for all students. Students' multilingual abilities are considered a great asset, in terms of their learning at the Charter School and beyond.

Monitoring Progress and Reclassification Criteria

The Charter School monitors its ELs' progress using standard assessments, which include CAASPP, ELPAC, students' grades, portfolios, and teacher recommendations. Teachers monitor ELs' progress on an ongoing basis. A class size of 25-28 students and the assistance of a Reading Specialist make it possible for the teacher to monitor the progress of all ELs and review

the outcome of each student's individual and group work. Students' progress is documented throughout the school year and as they move from one proficiency level to the next.

Classroom instruction, grouping, and intervention are modified as appropriate based on the annual assessment results. Teachers communicate with parents on an ongoing basis about the language development of their students.

The Charter School's Governing Board has developed an English Language Learner policy that outlines the criteria for reclassification. The current criteria are outlined here.

Twin Oaks shall continue to provide additional and appropriate educational services to all ELs for the purposes of overcoming language barriers until ELs have:

- (1) Demonstrated English language proficiency comparable to that of the Charter School's average native English language speakers; and
- (2) Recouped any academic deficits which may have incurred in other areas of the core curriculum as a result of language barriers.

ELs shall be redesignated as fluent-English-proficient ("RFEP") when they are able to comprehend, speak, read and write well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study.

The following measures shall be considered to determine whether an EL, including ELs who also qualify as a student with disabilities, shall be reclassified as fluent-English-proficient:

- (1) Assessment of English language proficiency utilizing the ELPAC or Alternate ELPAC as the primary criterion, and objective assessment of the student's English reading, writing, listening and speaking skills. Examples of additional assessment data include, but are not limited to:
 - (a) Performance on the ELA CAASPP
 - (b) Objective data on the student's overall academic performance in English
- (2) Recommendations of the student's classroom teacher and any certificated staff with direct responsibility for teaching or placement decisions
- (3) Comparison of the performance of the student in basic skills against an observably established range of performance in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

(4) Parent/guardian participation and consultation.

Parents/guardians of ELs receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process is encouraged.

As the Charter School identifies ELs who are eligible for reclassification, parents are notified via a written letter of the student's eligibility for reclassification and parents are invited to participate and give their opinion regarding the reclassification recommendation. The Charter School makes every effort to explain to and include parents in the reclassification process, such as invitations to attend a conference and the provision of information in the parents' native language. If parents do not wish to attend the conference, the Charter School solicits a letter from parents to contribute their options to this process. Parents receive a copy of all the forms generated in the reclassification process.

Following reclassification, the Principal, or designee, shall provide subsequent monitoring and support for RFEP students including, but not limited to, monitoring the performance of RFEP students for at least four years in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of reclassification, and ensuring correct classification and placement.

FORMALIZED ON-GOING PROFESSIONAL DEVELOPMENT

All teachers and staff participate in a faculty workweek before the start of the new school year, as well as in weekly school-wide in-service planning and preparation sessions. The purpose of the faculty workweek is to foster teamwork, encourage community building and cross-fertilization of ideas, and address relevant issues facing the Charter School as a whole. All teachers and staff are required to attend both the workweek and the in-service meetings. Teachers are supported in dedicating time to classroom preparation, curriculum, and new student orientation.

The Charter School believes a thriving educational community depends on motivated, inspired, involved teachers who are encouraged to actively stay abreast of their field. To this end, the Charter School supports teachers continuing their education. Accommodations are made for teachers to pursue educational activities to further their contributions to the classroom and the Charter School. The Charter School sets aside funding annually, so that staff may attend relevant educational conferences and workshops.

ACCREDITATION

In the 2022-23 school year Twin Oaks earned a 6-year accreditation from WASC, which certifies the transferability coursework to other public schools. A copy of the Charter School's WASC accreditation letter is provided in the Appendix. Twin Oaks clearly communicates with students

and families during the recruitment and orientation process that all coursework at the Charter School is fully transferable to other public schools and for students transferring in after the start of 9th grade, their coursework from other WASC (or appropriately) accredited high schools is accepted.

TRANSFERABILITY OF COURSES

In the event a high school student leaves Twin Oaks prior to high school graduation, such student's course credits, including credits for courses aligned to the University of California ("UC") and California State University ("CSU") eligibility requirements (known as the A-G requirements) will be transferable to other public schools. Credits are transferable to other high schools for the purpose of earned credits towards graduation. Further, any such applicable transferring courses will meet the admission requirements for UC and CSU schools. Parents will receive notification of course transferability and the eligibility of courses to meet college entrance requirements in the Student and Family Handbook.

CHARTER SCHOOL'S GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

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

The current LCAP is on file with the District, is available on the Twin Oaks website at https://www.haywardtwinoaks.org/apps/pages/index.jsp?uREC_ID=2219965&type=d&pREC_ID=2197399, and is included in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the Petition and shall be maintained by the Charter School.

ELEMENTS B & C: MEASURABLE STUDENT OUTCOMES & METHODS OF MEASUREMENT

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)

and

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)

CHARTER SCHOOL'S GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

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

The current LCAP is on file with the District, is available on the Charter School’s website, and is included in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board

meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the Petition, and shall be maintained by the Charter School.

PUPIL PROGRESS MEASUREMENT

Student achievement is assessed using multiple measures, as described below. Through a variety of standards-based, state and internal assessments, student progress is continuously measured and monitored based on:

1. Demonstrated proficiency of core academic skills and content knowledge of State Standards;
2. Development of character traits, and the attributes of a successful learner.

MONTESSORI EDUCATION AND SELF-MOTIVATION

Dr. Maria Montessori discovered that the most successful and sustainable form of education was based on self-directed learning. This relies on the natural and innate self-motivation of the student and lasts a lifetime. In the Montessori classroom, the teacher prepares the environment with materials and experiences for the student. The teacher directs the student and introduces new concepts and materials, but then steps back to allow the student to make discoveries, practice and perfect skills, and gain important experience. The teacher provides stimulus, but the student actively engages with hands, heart and mind in order to fully access the curriculum. The learning that takes place serves as a catalyst for further curiosity, inquiry, and learning.

Montessori believes all students (and all humans) are actively engaged in the work of self-construction. The degree to which they will meet their potential is dependent, in part, upon their ability to work independently and maintain self-motivation and self-discipline. This varies widely from student to student and the Charter School's educational program is individualized to meet a wide spectrum of learning styles and abilities. Each student's contribution is valued and collaboration between students is encouraged and widespread. Students spend multiple years at each program level with the same teacher and with a mixed age group of peers. The teacher knows each student well enough to understand what motivation (beyond self-motivation if needed) is best. Independence and the ability to problem solve are valued. Peers, mentors, and students are encouraged to make multiple academic and social choices throughout the day as they select from a variety of tasks and schedule their own work plans.

As the American Montessori Society summarizes: "A Montessori program is based on non-competitive and cooperative activities that help a student develop a strong self-image, high levels of academic and social competence, and the confidence to face challenges. Encouraged to make decisions at an early age, Montessori-educated students are problem-solvers who can make appropriate choices, manage their time, and work well with others. They exchange ideas and discuss work freely. These positive communication skills build the foundation for negotiating new settings. Research has shown the best predictor of future success is a positive sense of

self-esteem. Montessori programs, based on self-directed, non-competitive activities, help students develop the confidence to face change with optimism.”

The Charter School measures student achievement on a continual basis using both formative and summative assessments, including state tests, local assessments, and Montessori performance measurement tools. With balanced assessments for learning (diagnostic) and assessments of learning (evaluative), the Charter School assures each student:

1. Demonstrates proficiency of grade-level core academic skills and content knowledge, based on the State Standards.
2. Demonstrates progress in the attributes of character outlined in the Whole Child Reflection, which represents a set of 21st Century skills necessary to be successful and effective in the world.

The Charter School affirms that, 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 (“SARC”) as required by Education Code Section 47605(c)(5)(C). The annual SARC is a public document, posted on the Charter School’s website, and is made available to parents, the community, and the District. The Charter School shall use the information compiled in its performance reports and its SARC to evaluate and improve upon its educational programming as necessary.

TYPES OF ASSESSMENTS

Mandated State Assessments

As is required by Education Code Section 47605(d), the Charter School meets all statewide standards and conducts the required state pupil assessments, including, but not limited to, the CAASPP, CAST, ELPAC, California Alternate Assessments (“CAA”), and Physical Fitness Test (“PFT”). The Charter School firmly believes the academic program fully prepares students for success in these statewide assessment programs.

Proficiency for English Learners is measured in accordance with the ELPAC, Renaissance 360, CAST, CAASPP, other assessment results, teacher observations, and other school-based measures. The Charter School provides the instructional support necessary for English Learners to attain mastery of the ELD standards as measured by the ELPAC.

Internal Assessments

By utilizing optional interim assessments in the fall, the Charter School can quickly identify students not making progress toward meeting standards and design individual support for each student. At the elementary level this includes some combination of individualized instruction, small group lessons and workshops, math and reading intervention, and peer/collaboration and support. At the secondary level, additional support structures (i.e. after-school tutoring, peer

study groups) are in place to ensure students are meeting or making progress toward the State Standards measured by the assessments.

Elementary Student Assessment Methods - Standards-Based Progress Report

A State Standards-based progress report, modeled after the HUSD report card, is provided to students and families three times per year. Each subject is broken down into detailed concepts and skills aligned with the State Standards for that grade level. Both academic concepts/skills and the Whole Child Reflection of character development are included in this progress report. A copy of the progress report is included in the Appendix.

Secondary Student Assessment Methods

A State Standards–based grading system is used for all secondary students, with final semester grades provided to students and families twice per year. Grading for secondary students ensures a balanced measure of student performance across multiple areas. Each course grade reflects students’ mastery of subject-specific State Standards as well as their overall academic progress.

STUDENT OUTCOME AND ASSESSMENT MATRIX

The matrix below includes the currently required state assessments as well as the Charter School’s current internal assessments. The Charter School administers assessments as required for applicable grade levels, including the CAASPP, CAST, and ELPAC.

Measurable Outcomes	Assessment Tools
Students achieve proficiency in English/Language Arts.	CAASPP CAASPP Interim Assessment Blocks Renaissance 360 Pre-and post-diagnostics In-class assessments Portfolios & other authentic assessments PSAT/SAT/ACT (8th-12th grades) Senior Thesis (12th grade)
Students achieve proficiency in Mathematics.	SBAC SBAC Interim Assessment Blocks Renaissance 360 In-class assessments Portfolios & other authentic assessments PSAT/SAT/ACT Pre-and post-diagnostics (9th grade Math Placement Test)

Students achieve proficiency in Science.	CAST Pre-and post-diagnostics In-class assessments Portfolios & other authentic assessments Science Fair participation STEM expositions
Students achieve proficiency in History/Social Studies.	Pre-and post-diagnostics In-class assessments Portfolios & other authentic assessments
EL students make substantial progress toward fluency in English.	ELPAC Benchmark assessments In-class assessments
Special education students achieve or make progress toward the learning goals in their Individualized Learning Plans.	IEP progress and review
Physical Fitness	5th, 7th, & 9th Grade PFT
Students develop social and emotional skills	Whole Child Reflection Peer teaching assignments Collaborative work projects Classroom and school responsibilities Portfolios Presentations
Students develop critical thinking and creativity skills	Presentations and seminars Portfolios Integrated curriculum projects Writing assignments Arts projects and performances
Students become competent, self-motivated, "life-long learners."	Portfolios Self-assessments Individual and group projects Exhibition fairs and educational exchanges Demonstrations of learned skills through community projects, healthy lifestyle choices Participation logs (8th-12th grades)

MANDATED STATE ASSESSMENTS

The following table provides an overview of the mandated state assessments administered by the Charter School and includes more specific detail on the purpose and frequency of each assessment, as well as the applicable grade levels.

Assessment	Purpose/Expectations	Grade	Frequency
Initial ELPAC (Alternative option available where applicable for SWD)	The Initial ELPAC is used to identify students as either an English Learner or Fluent in English. Students are identified as either scoring initially as an English Learner or as fluent in English	1st-12th	First 30 days of enrollment in a California public school
Summative ELPAC (Alternative option available where applicable for SWD)	The Summative ELPAC measures how well English Learners progress towards English Fluency in 4 domains: Writing, Reading, Speaking, and Listening. The results are used as one criterion to determine if the student is ready to be designated as reclassified fluent English proficient to help inform proper educational placement and to report progress for accountability	1st-12th	Once a year
CAASPP	State criterion-based assessment in ELA and math aligned to the CCSS.	3rd-8th, 11th	Once a year in Spring
CAST	State criterion-based assessment in science aligned to the NGSS.	5th, 8th, once in high school	Once a year in Spring
CAA for ELA, math, science	CAA: ELA and math CAA: Science	3rd-8th, 11th 5th, 8th, once in high school	Once a year in Spring
PFT	State criterion-based assessment in Physical Fitness. Students demonstrate levels of health-related fitness.	5th, 7th, 9th	Once a year (Spring)

ASSESSMENT DATA

Currently, each fall, students participate in both the Renaissance 360 and SBAC Interim Assessments for benchmarking student performance in English Language Arts and Math. In the winter, students participate in a second session of Renaissance 360 and complete one or more of the SBAC Interim Assessment Blocks to determine student progress and isolate curricular strands (i.e., fractions) in which teachers may need to provide additional instruction, feedback, or supports. When groups of students from different classrooms have similar academic needs, teachers often form a small group workshop to focus on improving that specific skill.

CAASPP Interim Assessment Blocks also enable the administration to isolate teachers with groups of students doing particularly well in specific content areas. Administrators then ask that teacher to share their best practices with colleagues in order to build school-wide capacity and improve overall student learning outcomes.

Annually, stakeholders (family, teachers, staff, and students) complete a Campus Climate Survey focused on their experience as community members. This data is used to inform LCAP goals and actions, as well as drive decisions about teacher support and the classroom experience.

ANALYSIS OF STUDENT ASSESSMENT RESULTS

Annually, teachers and administrators carefully and collaboratively analyze the state-wide spring SBAC results in order to assess performance by subject, student group, classroom, and grade-level. Subsequently, teachers interpret the data, discuss the results, and strategize specific actions to improve outcomes moving forward.

Staff is trained on how to interpret standardized test and other assessment data and is engaged in critical analysis of the results in order to determine how the Charter School can address any performance deficiencies or negative data trends. The data analysis is tied to professional development on standards-based instruction, so teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. The Charter School analyzes trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, school-based growth data and authentic assessments to assess schoolwide performance year to year. The Charter School's data analysis includes attendance rates and comparative data as appropriate. Through the LCAP surveys the Charter School annually surveys major stakeholder groups (e.g., parents/guardians, students, and teachers) as to its effectiveness and opportunities for improvement.

The Charter School analyzes and uses assessment data to make changes to curricular and instructional approaches on multiple levels. The faculty use schoolwide and grade level data to arrive at decisions about student mastery and preparedness for the next unit of instruction.

Changes teachers make in their curriculum are a direct result of their analysis of the results of both formative and summative assessments, and feedback from family conferences and surveys. Subject matter teams adjust curricula across grade levels based upon assessment data. Grade level teams meet monthly to review student mastery levels. They adapt and modify their curricula in direct response to demonstrated needs.

The Charter School effectively examines and analyzes standards-based curriculum-embedded, as well as other standardized assessments, and utilizes the assessment data as the basis to make curricular and instructional changes including, but not limited to, the below:

- Learner Outcomes Assessment Matrices are compiled at the end of each school year by each course instructor. These forms document the percentage of mastery attained towards each goal in each course taught at the Charter School. The results of this compilation are used to modify each subject matter curriculum for the following year.
- The CAASPP analysis is conducted each Fall. The analyses are utilized by the faculty to prioritize the skills and concepts presented in all subject areas.
- At the high school level, PSAT and SAT scores are reviewed by the Counselor and Principal. The data is used to strategize ELA and math interventions for 9th through 12th grades.
- Renaissance 360 scores are monitored on bi-annual basis and reported to the full faculty. The data is used to determine next steps for reading intervention by both the Reading Specialist and English teachers.
- At the secondary level, Math Placement Test scores indicate whether the new 7th grader is prepared for Pre-Algebra or Algebra I, and if the 9th grader is prepared for Algebra I, Geometry or Algebra II. Diagnostic assessments also indicate whether a 7th or 9th grader needs to be placed in an Integrated Math elective for additional math support.

REPORTING

Data is reported both in absolute scores and progress over time. The Charter School strongly believes in creating an open dialogue between staff and students' families, as well as with the entire educational community. Parental involvement and commitment to this rigorous academic program furthers the achievement of each individual student's success.

The Charter School makes every effort to create a culture of mutual accountability, whereby all members of the community share responsibility for improving student outcomes. The Charter School can only accomplish this goal through transparently sharing data freely and regularly, and facilitating open discussion about how to use the data to inform programmatic improvements to heighten student achievement in pursuit of the Charter School's mission.

ELEMENT D: 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).

LEGAL STATUS

Hayward Twin Oaks Montessori is operated by Silver Oak High School Public Montessori Charter, a California non-profit public benefit corporation pursuant to California law with 501(c)(3) tax-exempt status from the IRS.

The Charter School operates autonomously from the Hayward Unified School District as a directly funded independent charter school, with the exception of supervisory oversight as required by the Charter Schools Act. Pursuant to Education Code Section 47604(d), HUSD shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as HUSD has complied with all oversight responsibilities required by law.

BOARD OF DIRECTORS COMPOSITION AND RESPONSIBILITIES

Members of the Board are drawn from the following sources:

- Parents/guardians of students at the Charter School;
- Members from the local community; and
- HUSD appointed member, if the District so chooses.

Currently, the Bylaws state that the number of directors shall be no less than three (3) and no more than five (5). All directors shall be designated by the existing Board of Directors. All Directors are designated at the Corporation's annual meeting of the Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three (3) years and until a successor director has been designated and qualified.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The Charter School is governed by the Hayward Twin Oaks Montessori School corporate Board of Directors ("Board") in accordance with its adopted Bylaws, which shall be consistent with the terms of this Petition. The Bylaws can be found in the Appendix.

The Board's responsibilities include, but are not limited to, the following:

1. Long-term planning;
2. Upholding the mission of the Charter School;
3. Overseeing the implementation of the Petition;
4. Approving all major contracts that exceed approval limits authorized by the Board;
5. Approving and monitoring the Charter School's annual budget and overseeing the Charter School's fiscal affairs;
6. Review and approval of the annual independent fiscal audit, including the resolution of any audit findings;
7. Solicitation and receipt of grants and donations consistent with the Charter School's mission;
8. Hiring, managing, and evaluating, the performance of, and disciplining, up to and including termination of, the Superintendent, or the equivalent position;

The Board meets on a regular basis. All meetings of the Board shall be conducted in accordance with the Brown Act and Education Code Section 47604.1(c).

The Board complies with all federal, state and local laws that are applicable to independent public charter schools. The Board has adopted a Conflict of Interest Code that complies with the PRA, and the Charter School complies with Government Code Section 1090 et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is included in the Appendix. The Charter School retains its own legal counsel when necessary, and purchases and maintains, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

The Board may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

BOARD COMMITTEES

The Board may create committees/working groups, with different tasks and functions. The members of these committees/working groups may be Board members and may also include faculty, parents, community members or other members of the public with varying areas of expertise. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. Committees serve at the pleasure of the Board. The Board will provide each committee with a specific purpose relevant to the success of the Charter School.

BOARD TRAINING AND SUSTAINABILITY

The Charter School is committed to continuous improvement and on-going training to assist the Board in fulfilling its responsibilities to act as stewards for the Charter School. To this end, the Board participates in appropriate training and educational opportunities. Such training experiences may include full-board training sessions with legal counsel or other experts familiar with public school governance. Training, education and orientation for new Board members is critical to ensure future Board members fully grasp their responsibilities and develop the requisite expertise in public school oversight to be effective.

All Board members receive training on their responsibilities with topics to include, at minimum, ethics (AB 2158), which includes the Brown Act and other public transparency topics.

SUPERINTENDENT RESPONSIBILITIES

Reporting directly to the Board, the Twin Oaks Superintendent is responsible for carrying out the Charter School's mission, vision, values, and strategic plan while operating based on the Montessori educational philosophy. The Superintendent functions as the chief executive and strategic leader, providing high level direction regarding the overall operation of Twin Oaks. The position is responsible for instructional services, business operations, fiscal management, human resources, curriculum support services, program compliance, community engagement and providing direction, leadership, and guidance to the administrators and all employees of the Charter School. This position is selected, evaluated, and supported by the Board.

The Superintendent's responsibilities include, but are not limited to, the following:

- Establishes a friendly, welcoming and respectful school culture that values diversity, individual differences, celebrates learning and promotes collaboration to achieve the Twin Oaks mission.
- Provides leadership and guidance in strategic planning and developing the Charter School's vision, mission, and values in collaboration with the Board and constituents.
- Provides leadership and direction in enlisting school-wide efforts by staff and students.
- Oversees all organizational communication to foster an atmosphere of team building and inclusiveness.
- Promotes, resources, and prioritizes operationalizing equity work across the Charter School and with all stakeholders.
- Supports, provides oversight, ensures consistency, monitors, and evaluates the implementation of Montessori pedagogy, curriculum, and programs in collaboration with the Twin Oaks leadership team.
- Responsible for the development and overview of strategies, processes and programs that support instruction.
- Collaborates with the leadership team in the development, implementation, and assessment of programs designed to improve student outcomes.
- Provides leadership and direction for student support services (EL, Special Education, counseling, attendance, and testing).
- Brings creativity to instructional methods, plans, and implementation.
- Responsible for compliance with all regulatory and legal requirements, including but not limited to those established by this Petition, the California Department of Education, and Federal and State Charter laws.
- Ensures the preparation of all necessary compliance reports and documents, including this Petition, the LCAP, as well as both American Montessori Society and Western Association of Schools and Colleges accreditations.
- Oversees and approves rules and procedures governing the student body.
- Responsible for the safety and well-being of all students and oversees the development, revision, and updating of the Comprehensive School Safety Plan through a collaborative process.
- Responsible for the recruitment and enrollment of a diverse student body.
- Responsible for the recruitment, hiring, supervision, and support of independent contractors/vendors.
- Prepares financial plans, interim reports, and annual budgets for the Board, and ensures the Charter School meets or exceeds its financial goals.
- Maintains a system of financial management to foster efficiency consistent with high standards of education and the limitations of the budget.
- Maintains a strong financial control environment; the superintendent is ultimately responsible for knowing the source of every material revenue and expense.
- Conceptualizes and articulates strategies to improve business and fiscal services.
- Ensures the annual operating budget is reflective of sound financial practices and expert advice.

- Completes due diligence and financial testing to ensure long-range strategic planning is appropriately dependent upon realistic fundraising goals.
- Serves as the leader and final decision maker regarding internal fundraising strategy development; ensure all fundraising bodies' (ie, PTO, foundation and individual classrooms/programs) efforts are coordinated, strategic and thoughtful.
- Ensures opportunities to support Twin Oaks through philanthropic giving and volunteerism are aligned with the Charter School's mission and vision.
- Proactively and clearly articulate multiple avenues for involvement and support that engage all stakeholders regardless of ability to give financially.
- Functions as the spokesperson for the Charter School.
- Develops visibility within the Montessori community and local, state and national charter school movement.
- Build, develop, and maintain positive relationships among the internal and external constituencies of the Charter School, including, but not limited to, HUSD, other charter and Montessori organizations, and social service agencies.
- Monitors, evaluates and analyzes trends and policy issues relating to charter and Montessori schools and student outcomes.
- Oversees effective marketing and outreach to maintain the Charter School's visibility and ensure a consistent identity.
- Functions as chief advisor to the Board, keeping the Board fully informed on organizational progress, performance, and climate, recommending goals and policies in the context of the mission and vision, and seeking Board counsel on relevant matters.
- Participates in all Board meetings and provides all the necessary materials for efficient, effective, and collaborative meetings of the Board.
- Recruit, hire, supervise, support, and evaluate all direct reports.
- Mentors, guides and leads the leadership team to ensure student, program, and stakeholder goals are achieved and that leadership and teamwork are developed and practiced.
- Resources, prioritizes, and supports the professional growth of site leaders, teachers, and staff to build their capacity and agency in ways that align with both individual and shared goals.
- Oversees the recruitment, hiring, supervision, and support of faculty and staff.
- Creates an antiracist, anti bias culture committed to inclusive excellence which attracts, retains, and inspires a diverse staff of top quality talent.
- Ensures equitable systems of compensation, working conditions, discipline, training, and development for all employees.
- Builds an effective leadership succession plan.

THE ROLE OF FAMILIES

Parent Participation

The Charter School believes active parent, student, and employee participation in Charter School operations and governance helps foster long-term sustainability and a successful program.

Parents are strongly encouraged to become actively involved in the Charter School and in their student's education. Several opportunities for parent involvement exist and include:

- Become a member of the Board;
- Orientation Meeting to discuss school policy, philosophy and gain an understanding of opportunities for parent involvement. The family handbook is addressed at this meeting;
- Parent/Teacher or Advisor conferences to review their student's progress;
- Parent education events;
- Parent organization
- LCAP stakeholder meetings;
- Participation in a Charter School committees (e.g. ELAC, Wellness, School Safety);
- Participation in a parent-teacher group and/or multicultural family involvement group;
- In-classroom volunteer work where parents can share their time, talents, and energy, and;
- Charter School social functions and performances

English Learner Advisory Committee

Twin Oaks has an English Learner Advisory Committee ("ELAC"), which requires parents as participants in order to function. The ELAC focuses on the needs of English Learners and advises the Charter School on programs and services for English Language Development. The ELAC ensures families of English Learners are represented and involved in decision-making processes, promoting an inclusive environment for all students.

Wellness Committee

In addition to the ELAC, Twin Oaks also has a Wellness Committee which includes parents. The Wellness Committee reviews and provides suggestions to Twin Oaks regarding the Charter School's Wellness Policy which touches on nutrition, social-emotional practices and mental health support. In addition, the Wellness Committee delivers feedback on the Charter School's nutritional offerings, including the breakfast and lunch program. The Wellness Committee ensures parent voice is represented and families are involved in the decision-making process at Twin Oaks.

School Safety Committee

The School Safety Committee is a third schoolwide committee where parents are included in the decision making processes for Twin Oaks. This committee goes even further as, in addition to parents, students, staff and teachers are also included as members of the School Safety Committee. The School Safety Committee is responsible for reviewing and providing suggestions for Twin Oaks' school safety plan, which is updated annually. This committee conducts site walks at both the elementary and secondary campuses, as well as reviewing data relevant to school safety (e.g. suspension data, emergency preparedness, drill practices). This informs the School Safety Committee's recommended annual updates for the school safety plan.

Family Conferences

Family conferences are held two times each year to discuss student goals and progress on those goals. The purpose of family conferences is to share information about the student and gather ideas for continued growth. Students, advisors, and teachers prepare for conferences by reviewing the student's progress. Prior to the meeting, students meet with their teachers to set goals; at the secondary level, this includes writing them in a "goal sheet". The process assists students in achieving what they want and supports them in building meta-cognition around their learning. They see that they have to focus to improve. Goal setting gives students a long-term vision, improves their academic performance, increases their motivation to achieve, improves their self-confidence, and builds a better understanding of their learning strengths.

The parent/advisor/student relationship is strengthened through participation in these meetings. The conferences foster open communication and mutual respect. Teachers, advisors, and parents share their knowledge of the student, their development and learning. The student experiences the support of their "team."

In the elementary program, the second conference of the school year is hosted by students as an opportunity to celebrate their work and share their growth with their families. Students benefit from the positive feedback and the chance to take the lead in their own education through this process

Communication and Engagement with Families

In between conferences, at the secondary level, all parents have access to the Charter School's online Student Information System ("SIS"), which is currently PowerSchool. This online data program allows visibility to their students' grades and attendance in real time. Parents can view the same data the teachers enter as soon as they've saved it. This gives parents an easy way to monitor their students' academic progress throughout the school year to ensure they are passing classes. Students too can easily keep track of their current grades as both the parent and the student are given a unique log-in and password.

ParentSquare is the primary communication platform to keep families informed and engaged. Through ParentSquare, Twin Oaks sends school-wide updates, classroom notices, event invitations, and urgent alerts, ensuring consistent and accessible communication for all families.

In addition to digital outreach, Twin Oaks fosters community and connection through regular in-person events such as: Back to School Picnic, Fall and Spring Festivals, Family Conferences, and Project-Based Learning showcases. These gatherings celebrate student learning, build relationships, and create opportunities for families to actively participate in the Charter School community.

Cultural Celebration and Inclusion: Families are invited to share cultural traditions and practices during school-wide assemblies and events, including Posada, Dia de los Muertos, and other cultural observances. These experiences reflect and honor the diversity of the Twin Oaks community.

Community Events: The Charter School hosts multiple community-wide events that strengthen school-home relationships, such as the Back-to-School Picnic, Fall Festival, Spring Festival, and the annual Acorn Festival, which highlights environmental stewardship and includes extensive family participation.

Community Service Initiatives: Families regularly participate in community service activities, including organizing food drives, preparing care packages for unhoused community members, and supporting school-wide charitable efforts that align with the Montessori value of service to humanity.

Ongoing Parent Involvement: Families are encouraged to volunteer, contribute to classroom life, and participate in parent education workshops to better understand the Montessori method and their child's learning environment.

Through these collective efforts, Twin Oaks cultivates a school culture in which families feel welcomed, respected, and empowered as co-educators. The result is a strong and inclusive community that supports the growth of every child and fosters shared responsibility for schoolwide success.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

ASSURANCE

In accordance with Education Code 47605(e)(1), the Charter School shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) 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).

QUALIFICATIONS FOR CHARTER SCHOOL EMPLOYEES

All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job descriptions as determined by the Charter School.

The Charter School ensures all legal requirements are met for teachers, staff, paraprofessionals and administrative employees of the Charter School.

In order to ensure implementation of the Charter School's mission and educational philosophy, preference is given to teachers and staff who have experience designing and implementing a curriculum aligned to state standards and who have Montessori experience. In addition to the core curricular subject matter instructors, the Charter School employs and retains faculty at the secondary level to provide instruction in foreign languages as well as the visual and performing arts.

Teacher Qualifications

Teachers at Twin Oaks meet all requirements (qualifications) for employment as set forth in applicable provisions of law, including credential requirements as outlined in the Charter Schools Act. Pursuant to Education Code Section 47605(l)(1):

"Teachers at the Charter School shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a

governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district."

The educational and skill level qualifications of teachers to be employed at Twin Oaks meet the educational goals as outlined by this Petition. The Human Resources department Twin Oaks verifies all credentials prior to hiring any certificated person. All teachers at the Charter School hold the CTC certificate, permit, or other document required for their certificated assignment.

Applicants who wish to work at the Charter School are evaluated based on the particular technical qualifications for their role (as outlined below by role) and on the following general additional qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a Montessori Credential appropriate for program level they are teaching from a Montessori Accreditation Committee for Teacher Education ("MACTE") approved program (highly preferred).
- Montessori classroom teaching experience.
- Knowledge and experience with evaluation, and standards-based instruction.
- Outstanding classroom management skills.
- Commitment to the Charter School's mission and the belief that all students can learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the Charter School's team to ensure continuous improvement for students, staff and the Charter School community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

Administrator Qualifications

All administrators at the Charter School, identified below, possess leadership abilities, a comprehensive educational vision that is consistent with the Charter School's mission and educational program, skill in hiring and supervising excellent teachers, technology and data-analysis experience, and, if possible, business and legal experience.

The minimum criteria for senior administration candidates include: a Montessori Credential from a Montessori Accreditation Committee for Teacher Education approved program; a Master's

degree or professional administrative credential; relevant educational experience, if applicable (i.e. fellowships, graduate work, etc.); and positive references from their most recent employers.

The Charter School also employs certificated and non-certificated instructional and operational support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity.

Administrators include the following positions: Superintendent, Principal(s), Director of Student Support Services, Director of Human Resources, Instructional Coach(s), Special Education Coordinator(s).

The Charter School hires administrative and operational staff who demonstrate experience or expertise in the issues and work tasks required of them and are provided professional development opportunities to ensure they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's adopted personnel policies.

Regarding compliance for certificated and operational staff, the Charter School complies with the provisions of Federal and State Law and ESSA, as they apply to certificated personnel and paraprofessionals in charter schools.

The current key positions that fall into the category instructional and operational support staff are included below, with their current qualifications.

- Superintendent
 - Master's degree in education or a related field from an accredited college or university
 - Teaching or Administrative Montessori Credential from a Montessori Accreditation Committee for Teacher Education ("MACTE") approved program
 - Clear Administrative Credential issued by the Commission on Teacher Credentialing
 - The equivalent of three years of progressively responsible experience at the administration level in a school
 - Possesses a deep understanding of Montessori philosophy, learning theories, human needs, and curriculum development and assessment
 - Knowledge of AMS Accreditation Standards and charter school laws and regulations
 - Excellent communication and presentation skills
 - Ability to engage authentically and openly with persons of diverse cultures, language groups, and abilities
 - Highly motivated, well-organized individual who can lead multiple priorities in a fast-paced environment and coordinate work performed by others

- Proven management and leadership qualities and skills
 - Ability to build a team, build trust, motivate others, set a strategic course of action, hold staff accountable, and make difficult choices among strong, competing interests
 - Empowers distributive decision making
 - Ability to collaborate with racially, ethnically, economically, and linguistically diverse stakeholders
 - Knowledge of staffing, organization, selection, and supervision of personnel
 - Knowledge of school finance and budget development
 - Ability to develop short-range and long-range business and program goals and plans
 - Ability to compare, analyze, and interpret data
 - Strong interpersonal skills for developing community relationships
 - Experience with successful conflict resolution strategies and problem solving
 - Knowledge, skill and ability to use a wide variety of office equipment including, but not limited to: personal computers, associated software programs (including Windows, word-processing, desktop publishing, spreadsheets, database and web based applications), e-mail, Internet, copiers, faxes and phones
 - The desire and ability to engage in personal and professional growth and development
- Principal
 - Master's degree in education or a related field from an accredited college or university
 - Clear or equivalent teaching credential issued by the Commission on Teacher Credentialing
 - CA Administrative Credential issued by the Commission on Teacher Credentialing (preferred at hiring, but can acquire once in the role)
 - Montessori teaching credential and/or administrative credential
 - Minimum of five years management and/or leadership experience in teaching, student services
 - Strong decision-making, analytical and organizational skills
 - Advanced skill in dealing with students and staff with diverse needs at various levels
 - Knowledge of varied instructional strategies, how to support the needs of diverse learners, delivery methods, assessment and staff development techniques for improvement of instruction
 - Intermediate to advanced knowledge of, and ability to, develop, monitor and evaluate curriculum, discipline plans and supervision/safety plans
 - Knowledge and understanding of adolescent physical, emotional, and intellectual development
 - Knowledge of curriculum design, planning, development, implementation and evaluation, assessment processes and how they operate in an effective school

- Ability to promote and follow the Board, Administrative and other policies and procedures
 - Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse backgrounds
 - Ability to contribute to cultural diversity for educational enrichment
 - Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions
 - Excellent interpersonal relations and oral and written communication skills
 - Ability to effectively present information and effectively respond to questions from parents, administrators, community stakeholders and others
 - Ability to define problems, collect data, establish facts, and draw valid conclusions
 - Ability to establish and maintain positive relationships with students, school personnel, parents, vendors, peers and stakeholders
 - Ability to use tact, patience and courtesy when dealing with others
 - Ability to understand and be sensitive to those of culturally and linguistically diverse backgrounds
 - Minimum of three years of successful teaching experience
 - Experience in supervision and administration preferred
 - Excellent human relations, speaking and writing skills
 - Knowledgeable of applicable laws for charter schools
 - Understanding of codes, regulations and laws related to student attendance
 - Training and/or experience in a group facilitation and process management
- Director of Student Support Services
 - Master's degree in education, psychology, social work, counseling, or related field preferred
 - Minimum of five years management and/or leadership experience in special education, student services, or school-based mental health.
 - Cleared license (LCSW, LMFT, LPCC, or Psychologist) that meets Board of Behavioral Services criteria to clinically supervise associates and trainees pursuing licensure
 - Demonstrate excellent success in managing personnel and implementing systems-level improvements
 - Strong decision-making, analytical, problem-solving, organizational skills
 - Strong interpersonal, and communication skills
 - Excellent understanding of IDEA, SELPA, BBS processes, and trauma-informed practices and policies

- Director of Human Resources/Data Coordinator
 - Bachelor's degree in business administration or related field from accredited college or university
 - Minimum of five years management and/or leadership experience
 - Strong decision-making, analytical, problem-solving, organizational skills
 - Excellent communication and interpersonal skills
 - Strong talent acquisition in recruitment and onboarding/offboarding
 - Strong compensation and benefits administration
 - Excellent data analysis skills
 - Strong strategic thinking skills
 - Strong detail oriented skills
 - Excellent confidentiality, problem solving and conflict resolution experience
 - Ability to establish and maintain clear and positive relationship with staff
 - Excellent speaking and writing skills
 - Strong HR compliance and knowledge of employment law
 - Ability to have problem solving mindset
 - Strong attention to detail
 - Ability to communicate, interact and work effectively with staff

- Instructional Coach
 - Clear or equivalent teaching credential issued by the Commission on Teacher Credentialing
 - Master's degree preferred
 - Minimum of five years of exemplary teaching experience
 - Knowledge of State Standards
 - Knowledge of district curriculum, assessments, and instructional technology
 - Knowledge of engaging instructional techniques
 - Ability to build trusting relationships with colleagues
 - Ability to differentiate lessons for learners with different assets
 - Ability to analyze student data, to identify trends, and ask questions
 - Excellent written and oral communication skills for collaboration and staff development
 - Commitment to continuous professional learning and a growth mindset for others' ability to learn and develop
 - Knowledge of varied instructional strategies, how to support the needs of diverse learners, delivery methods, assessment and staff development techniques for improvement of instruction
 - Strong interpersonal, communication, and coaching skills.
 - Ability to work independently and collaboratively.

- Special Education Coordinator
 - Clear or equivalent teaching credential issued by the Commission on Teacher Credentialing
 - Master's degree preferred
 - Minimum of three years working with students with special needs
 - Minimum of two years of experience in lead or supervisory role
 - Experience teaching within a Special Education environment and working with parents, teachers and administrators
 - Strong developing, creating and implementing all aspects of Individualized Education Plans skills
 - Knowledge of data management program such as SEIS
 - Experience in supervision and administration preferred
 - Ability to assist students toward self-directed learning
 - Ability to work close with parents, students to discuss and understand child's progress
 - Strong ability maintain and develop knowledge of Special Education regulations and best practices
 - Strong ability to create and maintain documentation as required by federal, state and district regulations
 - Ability to mentor, support Special Education teachers and paraprofessionals
 - Strong ability to manage caseload and store data in district's management program
 - Ability to provide timeline compliance of caseload
 - Ability to maintain confidentiality
 - Ability to accelerating student learning and achievement

ELEMENT F: 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) For all schools the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (O), inclusive, of paragraph (2) of subdivision (a) of Education Code 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 (N) 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 Charter School is committed to providing and maintaining a healthy, secure and safe environment for all students, employees, volunteers, and guests.

The Charter School maintains full health and safety policies and procedures and risk management policies to provide safety for all pupils and staff. These procedures and risk management policies for the Charter School’s site and operations are developed and updated in consultation with its insurance carriers and risk management experts. The same policies and procedures are incorporated into the Charter School’s handbooks and are reviewed on an ongoing basis by the Superintendent and the Board. The Charter School shall ensure staff are trained upon hire and at least annually on the applicable health and safety policies.

SUMMARY OF HEALTH AND SAFETY PROCEDURES

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

required to participate in regular training detailing their legal responsibilities.

A copy of these policies shall be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. The Charter School will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. All applicants for employment must submit two (2) sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony, except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers or contractors who will have contact with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to contact with students without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All Charter School employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School provides all employees, and other persons working on behalf of the Charter School who are mandated reporters, with annual mandated reporter training, in accordance with Education Code Section 44691.

Bloodborne Pathogens

The Charter School meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board has established a written "Exposure Control Plan" designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other body fluids through injury or accident, students and staff

follow the latest medical protocol for disinfecting procedures.

The Charter School ensures all staff members receive annual training on the Charter School's health, safety, and emergency procedures, including but not limited to training on blood-borne pathogens.

Employee Records

The Charter School complies with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and, if necessary, examined for tuberculosis prior to commencing employment and working with students and for employees at least once each four (4) years thereafter, as required by Education Code Section 49406.

Vision, Hearing, and Scoliosis Screenings

Students are screened for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school pursuant to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School. The Charter School maintains student immunization, health examination, and health screening records.

Immunizations

All enrolled students are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

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

Medication in School

The Charter School adheres to Education Code Section 49423 regarding the administration of medication in school. The Charter School stocks and maintains the required number and type of emergency epinephrine auto-injectors onsite and provides training to employees and volunteers

in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414.

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

Diabetes

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

The Charter School also provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

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

Drug, Alcohol, and Smoke-Free Environment

The Charter School functions as a drug, alcohol, and smoke-free environment.

Suicide Prevention Policy

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

Prevention of Human Trafficking

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

School Meals

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

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

Mental Health Information

The Charter School created and posted a poster at its school sites identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster is displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school sites. The poster is prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school sites. The poster is also digitized and appropriately distributed online to students and families through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Mental Health Education

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

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once in middle school, and to students in grades 9-12, at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include the identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures

for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a school bus serving the Charter School
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall also include an instructional continuity plan.

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

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

Facility Safety

The Charter School complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School holds fire inspections 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 Charter School shall conduct fire drills as required under Education Code Sections 32001.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Homicide Threats

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

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one (1) hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Menstrual Products

The Charter School will stock the 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 Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products as specified. This notice shall include the text of section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Gun Safety Notice

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

Recess

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

Workplace Violence Prevention Plan

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

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Transportation Services

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

Athletic Programs

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

In the event the Charter School participates in any interscholastic athletic programs, it shall

comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, the Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation, it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at its school site if it has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT G: STUDENT POPULATION BALANCE

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

The Charter School is committed to serving any child who wishes to attend; however, the Charter School's outreach efforts focus on attracting students living in the District, which include large populations of Spanish speaking children, students with English as their second language, and socioeconomically disadvantaged populations.

The Charter School is committed to narrowing the existing opportunity gap between students of different races, ethnicities, academic ability, and language backgrounds. In addition, the Montessori model provides the perfect opportunity to integrate students from all backgrounds, independent of their life experiences, cultures, languages, and socio-economic situations. Many of the Charter School's staff is Spanish speaking, the primary language other than English spoken by members of the surrounding community. This facilitates increased communication with students and families where Spanish is the primary language spoken in the home.

To achieve this diverse student population balance, the Charter School reviews enrollment statistics annually and adapts different outreach strategies to implement as needed, with special attention given to communities more likely to include English Learners, socioeconomically disadvantaged students, students with disabilities, and students from traditionally underserved backgrounds.

The Charter School conducts the following outreach programs annually as means to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the District:

- Enrollment timeline long enough to perform wide outreach, currently from October through February.
- Flyers, brochures, paid media and physical advertisements, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish. All materials produced by the Charter School indicate Twin Oaks is open to all students.
- Use of various distribution channels to enable public relations efforts to reach a wide audience, including:
 - Informational meetings, with Spanish translation. Currently at least four meetings are held annually between October and February and a new family open house is held each spring, following the lottery and admission.

- Flyers (posted at libraries, community centers, organizations serving youth, businesses and churches).
- Physical, paid advertisements at local high traffic areas (e.g. shopping centers and malls)
- Online presence (through the Charter School's website, Facebook page, neighborhood groups, and emails to current families).
- Advertisements through volunteer opportunities done by the Charter School
- Participation at community events (such as the Hayward Summer Street Fair, Cal State East Bay Education Summit).
- Visit local elementary and middle schools that serve as feeders to the Charter School's secondary program.
- High School Day, an annual event when local eighth graders are invited to spend a morning on the Charter School's high school campus, participating in the classroom activities.
- Twin Oaks' parent organization supports networking efforts to broaden the Charter School's outreach in the surrounding community.
- Hosting or co-hosting community events where students, families and the surrounding community are invited to one of Twin Oaks' campuses and have the opportunity to learn more about the Charter School. In 2025-26 these events include, but are not limited to:
 - Fall Festival
 - Posada night
 - Festival of Light
 - Humanities Exposition
 - Science Fair
 - Spring Festival
 - STEAM Fair

Beyond the above activities, the Charter School is implementing the below strategies with an aim to close observed gaps in demographics between Twin Oaks' enrollment and that of the District.

To increase the enrollment of Hispanic/Latino students, the Charter School is enhancing targeted outreach and enrollment efforts within local communities with high portions of Hispanic residents. Twin Oaks also leverages bilingual resources, family engagement events, and strategic partnerships to build trust and awareness of the Charter School and its successful programs. In addition, Twin Oaks is continuously improving its academic program and services for these student populations, as retaining and successfully serving all student groups will lead to increased enrollment via word of mouth and referrals by current families.

To ensure families for whom English is a second language gain increased awareness of Twin Oaks, the Charter School engages in proactive outreach to reach families who may not yet know about the Charter School. To recruit students for Twin Oaks' secondary program, Charter School staff conduct bilingual presentations in both Spanish and English at local charter schools, collaborate with counselors and administrators at Key Academy, Hayward Collegiate,

Peace Academy, and similar schools, and participate in community events to share information about Twin Oaks' programs and the Montessori approach. Families throughout the community are invited to attend open houses, school tours, and information nights, ensuring they have accessible opportunities to learn about the Charter School's offerings.

Beyond increasing presence and recruitment, the Charter School has implemented a robust EL instructional plan. This plan, which is further detailed in Element A of this Petition, includes dedicated ELD coordination, tailored instructional support based on ELPAC levels, and consistent family communication through structured ELAC meetings.

Additionally, to attract and retain socioeconomically disadvantaged students, the Charter School has implemented targeted recruitment efforts: outreach materials and events highlight Twin Oaks' resources to prospective families, and dedicated staff guide families transferring from other schools through the application and orientation process, including counseling on credit transfers and individualized student needs. This combination of support and proactive outreach ensures Twin Oaks continues to grow its diverse student body while also continuing to meet the needs of all learners.

Further, Twin Oaks has strengthened support systems to ensure all students, regardless of socioeconomic circumstances, can succeed at the Charter School. Initiatives such as providing equitable access to technology, free meals, and increased mental health and counseling resources aim to ensure all students can succeed regardless of economic status.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: "Admission policies and procedures, consistent with Education Code Section 47605(e)." - Education Code Section 47605(c)(5)(H).

STUDENT ADMISSION POLICIES

Admission to the Charter School shall be open, for grades 1 to 12, to any resident of California who is of legal age to attend public school. The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or the pupil's parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School is nonsectarian in its programs, admission policies, and all other operations. All pupils are considered for admission without discrimination, based on any characteristic 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 a person or group who has any of the aforementioned characteristics).

The Charter School does not charge an application fee, nor does it charge tuition. The Charter School does not require any monetary (or other) contribution as a condition for application, admission or enrollment. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

The Charter School strives through its admissions policy and outreach efforts to achieve a balance of students that reflects the general population within the territorial jurisdiction of the HUSD. See Element G of this Petition for more information on the Charter School's student recruitment strategy.

The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to determine eligibility for admission preferences set forth in this Petition.

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records²
- Special Education IEP or 504 if applicable
- Proof of minimum age requirement
- Home Language Survey (only applicable for students for whom the Charter School is their first public school in California, although all enrolling students receive a survey)

The Charter School shall not require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission or enrollment, or as a condition of participation in any admission or attendance lottery, pre-enrollment process, admission or enrollment.

HOMELESS AND FOSTER YOUTH

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings that notifies parents the Charter School is open to all students for enrollment, provides services for all students, and provides contact information (e.g. phone number, website) for access to additional information

²In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

regarding enrollment. The Charter School shall comply with all applicable provisions of Education Code Sections 48850 – 48859.

STUDENT ADMISSION & ENROLLMENT PROCEDURES

The Charter School has established an annual outreach and admission cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) information sessions for prospective students and parents/guardians, (3) an open enrollment application period, (4) an admission lottery, if necessary, and (5) enrollment. The Charter School fills vacancies or openings that become available after this process, using the waiting list generated through the random lottery or via applications received after the open enrollment period.

Admission Application

Applications for admission, as well as deadlines and lottery information, are available on the Charter School's web site, at the information meetings, and in the Charter School's offices, starting in October of the school year prior to that for which enrollment is sought. Applications are currently due in February, usually one or two weeks before the lottery. The Charter School has a standardized application form (available in English and Spanish) required of all prospective students. Deadlines and lottery dates are indicated on the website and on the application packet. Parents/guardians must sign the application form and return it to the Charter School (in the office, by fax, mail or email).

Admission Public Random Drawing

If the number of applications does not exceed the number of spaces available in each grade, there will be no lottery, and all students who submit completed application forms within the published application period are admitted.

If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade are filled by a public random drawing ("lottery"). This lottery is held in a public setting.

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled by the designated lottery official (appointed by the Superintendent). Families do not need to be present at the lottery to participate. Drawings are held on a grade by grade basis to fill the available slots per grade. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. All applicants to a grade have their names randomly drawn, with the exception of existing students who are guaranteed admission in the following school year. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces

available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided below. Those students, who have their names drawn after the number of admission slots for that grade has been filled, are placed on a waiting list for that grade, in the order that they were drawn.

This lottery currently takes place in March. The Charter school will conduct a lottery based on the following admission preferences:

Admission Preferences

1. Siblings of students admitted to, attending, or graduates of the Charter School
2. Children of current employees and current Board members (who have completed at least one year of board service). This preference will be limited to no more than 10% of total enrollment.
3. Students who qualify as foster youth under Education Code Section 51225.2 and students who qualify as homeless under the McKinney Vento Homeless Assistance Act.
4. Students who are currently enrolled in Stonebrae Elementary School and students who reside in the Stonebrae Elementary School attendance area (for purposes of the SB 740 Charter School Facility Grant Program).
5. Children residing in HUSD.
6. All other students.

Admission After the Lottery

Should openings occur after the lottery, students on the wait list formed by the lottery will be offered those open spots in the order they are on the wait list.

In the event applications are received after the open enrollment deadline, applications are held in abeyance for an additional lottery(ies), if needed. The wait list is valid for the full academic year but does not carry over to the next year.

ENROLLMENT PROCEDURES

After the lottery, families are informed electronically (e.g. by email, and text) of their acceptance status and receive their official enrollment forms. To accept their offer of enrollment, a family must complete all forms and respond by the date specified.

Mathematics Placement

Post enrollment, before the school year begins, Twin Oaks administers, to all incoming 9th-graders, a grade-level knowledge-based examination in Mathematics, which allows the

testing coordinator to assess the new 9th grade students' readiness for classroom placement. Such assessments are not used as a means to prohibit or discourage any students from attending.

Transfer Students

At the high school level, following admission, in order to determine which grade level is the most appropriate, a transcript is needed to verify credits already earned.

Student and Parent First Conference

Before the new school year begins, new families are invited to attend an orientation session to familiarize them with the Montessori pedagogy. Students also attend a conference that is scheduled between the student, parents/guardians and the student's classroom teacher/advisor for the student to set goals for the year and discuss any questions the family or student may have.

General Meeting for New Families

At the beginning of the school year, all new families are encouraged to attend a meeting to go over the policies listed in the family handbook. Spanish and American Sign Language translation is provided.

ELEMENT I: ANNUAL 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).*

Each year a financial audit will be conducted by an independent auditor as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The audit will verify the accuracy of the Charter School's financial statements, attendance, and enrollment accounting practices, and review the Charter School's internal controls.

The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit will be conducted in accordance with generally accepted accounting principles applicable to the Charter School. 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 Board will select an independent auditor. The Board may have an Audit Committee which may be directed to take action on items related to the annual audit and selection of the auditor as outlined by the full Board via the creation of the Audit Committee.

The auditor will have, at a minimum, a CPA, 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 District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year, or by the required deadline. The Charter School's Superintendent, along with the Board, will review any audit exceptions or deficiencies and develop a report with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District 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 Charter School is a public record to be provided to the public upon request.

ELEMENT J: SUSPENSION/EXPULSION PROCEDURES

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

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

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

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

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

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

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

- Education Code Section 47605(c)(5)(J).

The Charter School is guided by its vision and mission, part of which involves creating a safe community and a learning environment where students thrive. Faculty serve as examples and role models by consistently demonstrating an atmosphere of inclusion, acceptance, respect and trust. Maintaining a positive school climate is a priority for teachers and staff.

All staff work proactively with the Charter School community and individual students. Their intent is to mediate conflict and redirect students to minimize the occurrence or escalation of behavior problems or incidents to avoid suspension or expulsion.

The Charter School has established clear guidance for students and families, including expectations regarding attendance, zero tolerance for crime and harassment, respect for the community, environment and social inclusion, all of which are currently outlined in the Charter School's Family Handbook. Parents, guardians³ and students can view the handbook on the website and printed versions are available in the office at each campus for review.

The Charter School administration shall ensure students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and its procedures are available, on request, at the Charter School's office.

In order to protect the well-being of all students, suspension or expulsion is sometimes necessary. To ensure all students are treated fairly with similar rights and due process, a comprehensive set of expulsion and suspension policies is documented in the Family Handbook, which is included in Appendix

POLICY

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

Behavioral issues that arise at Twin Oaks and form a pattern of disruptive behavior will be addressed by the Principal or designee immediately and on an ongoing basis with students and families to

³The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its procedures, the term "parent/guardian" shall include these parties.

develop practical, operable solutions in order to continue the student's education at Twin Oaks and maintain a safe, supportive, and productive environment for other students, families, and staff.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction.

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

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

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

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

A. Procedures

Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. *This provision shall apply to students in any of grades 4 to 12, inclusive.*

- t. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the

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

- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

- a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

- v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee’s concurrence.

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

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and

reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. *This provision shall apply to students in any of grades 4 to 12, inclusive.*

- t. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object

of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
 - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

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

The Charter School will use the following definitions:

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will be invited to a

conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

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

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors ("Board") following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are neither a teacher of the student nor a member of the Board. Either entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense and the Board shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in confidential session and comply with all student confidentiality rules under FERPA.

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

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

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

2. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
3. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
4. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
5. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
6. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
7. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
8. If one or both of the support persons is also a witness, the Charter School must present evidence that the presence of the support person who is a witness is both desired by the complaining witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the support person who is a witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
9. 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.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the complaining 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.

I. Expulsion Decision

If utilized, the decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the

student may be expelled under the terms of the original expulsion order. The Board shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's status with the Charter School.

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

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

P. Notice to Teachers

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. *Procedural Safeguards/Manifestation Determination*

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

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

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

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

Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- a. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- b. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. *Due Process Appeals*

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

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

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

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

5. *Special Circumstances*

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

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

6. *Interim Alternative Educational Setting*

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

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

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

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

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

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

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

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

ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS

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

The Charter School currently offers the State Teachers' Retirement System to its eligible certificated staff.

Non-certificated staff participate in the federal social security system.

In addition, all eligible Charter School employees can voluntarily contribute to either the 403(b) or 457 plans, or both. Currently, Twin Oaks also contributes to 403(b) plans for participating classified employees.

The Charter School is responsible for making all contributions legally required of employers in California, including to all retirement systems. The Charter School does not currently participate in the Public Employees' Retirement System.

ELEMENT L: 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 Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

Parents or guardians of each student enrolled in the Charter School will be informed that students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

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

No public school district employee shall be required to work at the Charter School. Persons employed at the Charter School are not considered employees of the District for any purpose whatsoever.

Employees of the District who choose to leave the employment of the District to work at the Charter School and who later wish to return to the District will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement.

Charter School employees shall have:

- Any rights upon leaving the District to work in the Charter School that the District may specify.
- Any rights of return to employment in a school district, or LEA, after employment in the Charter School as the applicable school district, or LEA, may specify.
- Any other applicable rights, pertaining to employment at the District, upon leaving District employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Employees at the Charter School shall be considered exclusive employees of the Charter School and not any school district or other LEA, unless otherwise mutually agreed in writing. Employment at the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT N: DISPUTE RESOLUTION

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

INTENT

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on HUSD, and (3) ensure a fair and timely resolution to disputes.

The Charter School understands agreement to a dispute resolution process must be bilateral, and the Charter School cannot unilaterally bind the District to a specific procedure. As such, the following represents the Charter School's proposed process for resolving disputes, if any, between the District and the Charter School. The Charter School agrees this process may be revised as agreed upon by the District and Charter School in a mutually agreed upon MOU.

DISPUTES ARISING FROM WITHIN THE CHARTER SCHOOL

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and members of the Board of Directors of the Charter School, shall be resolved by the Charter School pursuant to its policies and procedures including the Uniform Complaint Procedure, Title IX complaint procedures, or the Charter School's general complaint procedures as applicable.

The District shall not intervene in any such internal disputes without the consent of the Board and shall refer any complaints or reports regarding such disputes to the Charter School for resolution pursuant to the Charter School's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of the material provisions of the Petition or related laws or agreements has occurred, or unless the Board has requested the District to intervene in the dispute.

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

The Charter School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

Any controversy, claim, or dispute arising out of or relating to the Petition shall be handled first through an informal process in accordance with the procedures set forth below:

1. Any controversy, claim, or dispute arising out of or relating to the Petition, including potential revocation, or the breach thereof, must be submitted in writing ("Written Notification") and refer the issue to the Superintendent of the District and the

Superintendent of the Charter School, or their respective designees. The Written Notification must identify (1) the name, addresses and phone numbers of designated representatives of each party; (2) a statement of the facts of the dispute, including information regarding the parties' attempts to resolve the dispute; (3) the specific sections of the Petition, memorandum of understanding, law etc. that are in dispute; and (4) the specific resolution sought by the party bringing the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

2. A written response ("Written Response") shall be tendered to the other party following receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3. If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, either party may request that the matter be resolved by mediation. If the parties agree to mediation, each party shall bear its own costs and expenses associated with the mediation.
4. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence in a timely manner. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators mutually agreed upon by both parties. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the State Conciliation and Mediation Service.

Nothing in this dispute resolution process is meant to prevent either party from seeking judicial review of any issue that cannot be settled by other means.

ELEMENT O: 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 Charter School closes. The following procedures apply regardless of the reason for closure.

If the Charter School ceases operation, the closure shall be documented by official action of the Board. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School shall commence closure proceedings by promptly notifying the following entities of the closure parents and guardians of pupils, HUSD, the County Office of Education, the SELPA in which the Charter School participates, the retirement systems in which the Charter School's employees participate (e.g. the State Teachers' Retirement System, and federal social security) and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements.

The Charter School will ensure the notification of the closure to parents and students of the Charter School provides information to assist parents and students in locating suitable alternative programs.

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

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

Personnel records shall be maintained and transferred in accordance with applicable law. All state assessment results, special education records, and personnel records will be transferred

to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School shall prepare final financial records. The Charter School shall complete an independent final audit within six months of closure. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required by Education Code Section 47604.33 and complete necessary academic reporting.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, should it also cease operations following the closure of the Charter School, shall be distributed in accordance with the Articles of Incorporation.

Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include the return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required final expenditure reports and final performance reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Governing Law: “The petitioner or petitioners also shall also 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(h)

A multi-year financial plan is included in the Appendix. This plan is based on the best data available at the time the plan was assembled, including the latest version of the FCMAT LCFF calculator.

The Charter School complies with all financial reporting requirements of Education Code Section 47604.33 and complies fully with Education Code Section 47604.3.

The Charter School annually prepares and submits reports to the District as follows:

- On or before July 1st, a budget for the following fiscal year, along with an LCAP.
- On or before December 15th, an interim financial report which reflects changes to the budget through October 31st.
- On or before March 15th, a second interim financial report which reflects changes to the budget through January 31st.
- On or before September 15th, an unaudited financial report for the prior full fiscal year.
- An audit for the previous fiscal year submitted by December 15th, or by the required due date.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP. The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

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

ADMINISTRATIVE SERVICES

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, health and related benefits, personnel, and instructional program development. This will be done either through the Charter School's own staff or through an appropriately qualified third-party contractor.

Currently, the Charter School contracts with Charter School Management Corporation ("CSMC") to perform many business operations.

At any time the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

TRANSPORTATION

The Charter School will ensure students who require transportation services receive them, in accordance with their IEPs. Currently, the Charter School does not provide any additional transportation beyond the applicable special education requirements.

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).*

Twin Oaks' elementary program (grades 1-6) is located at 2652 Vergil Court in Castro Valley. This is a District facility and Twin Oaks has entered into a long-term in lieu agreement with the District to lease this facility. The secondary program (grades 7-12) is located at 951 Palisade Street in Hayward, which is owned by Twin Oaks.

POTENTIAL CIVIL LIABILITIES

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

The Charter School is operated by a California non-profit public benefit corporation with IRS 501(c)3 tax exemption status. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

As such, HUSD shall not be liable for the debts and obligations of the Charter School pursuant to Education Code Section 47604(d) provided the chartering authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including reporting, or other

District requested protocols to ensure the District shall not be liable for the operation of the Charter School.

INSURANCE AND RISK MANAGEMENT

The Charter School has purchased liability and property insurance to protect its assets, staff, Board members, and, where appropriate the District, its Board and its personnel.

The bylaws of the Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. The Board maintains and implements appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

The Charter School shall ensure the maintenance of, during the charter term, such public liability and property damage insurance as shall protect the Charter School and the District, and their officers, agents, servants, representatives and employees, from all claims for personal property, including accidental death, to any person as well from all claims for property damage as well as all claims and liens of all persons for deprivation of civil rights, including rights of persons with disabilities, arising from the operations under this Petition, in minimum amounts set forth by the Charter School in consultation with its insurance providers for charter schools and organizations of similar size and scope.

Further, should the District initiate the process, the Charter School will discuss entering into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this Petition.

CONCLUSION

By approving this Petition and renewing Twin Oaks' charter term, the District will be fulfilling the intent of the Charter Schools Act of 1992, which was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a. Improve pupil learning.*
- b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- c. Encourage the use of different and innovative teaching methods.*
- d. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- f. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- g. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

The Charter School pledges to continue to work cooperatively with the District and to present the District with the strongest possible Petition and proposal for a five year renewal term from July 1, 2026 to June 30, 2031.