

Kings River-Hardwick Union Elementary
School Districtwide Charter

CDS Code: 16 63941

Charter Renewal Application

2014-2019

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KINGS RIVER-HARDWICK UNION ELEMENTARY SCHOOL DISTRICTWIDE CHARTER **2014 – 2019**

Rationale

The administrative, certificated, and classified employees of the Kings River-Hardwick Union Elementary School Districtwide Charter, hereafter referred to as the “Charter,” will provide a collaborative team environment that will foster confidence in the students ability to interact academically and socially within the community. The Kings River-Hardwick Union Elementary School District is hereafter referred to as “District.”

The Charter will maintain a traditional small school atmosphere while promoting high expectations in a safe, friendly environment. The areas of focus will be academics, social relationships, behavior, character, and physical well-being.

The following charter petition proposal is a reflection of the support and combined efforts expressed by the district’s employees, school board, parents and community. The district motto: “Teaching children to lead the way.” is lived daily in taking to heart the challenge of preparing children to communicate effectively; gather, use, and produce information; make informed, responsible decisions; respect the rights of others; become life-long learners; productive citizens; and enthusiastically embrace challenges and responsibilities. Placed in the context of creating professional learning communities, these concepts are encouraged by the support of parents and families, drawing its standards from the traditional small school atmosphere so cherished by the charter community. Indicators of this support include:

- 100% of the parents sign the Parent/Student/Charter District Compact
- 100% of the credentialed employees in the district support working in the charter district
- 100% of the classified employees in the district support working in the charter district
- There is a waiting list of 75-100 non-resident students requesting attendance in the district each year

It was held by all stakeholders in the initial charter petition, and continues to be held today, that being a charter would set the school district apart and make it even more special in the educational community it serves. This five-year charter petition renewal challenges the district to evaluate, improve, and to be accountable. It is worth noting that the district is seeking its fourth five-year cycle as an all charter district. The district’s status as a charter district has become a core value in our school system and represents

a clear and encouraging call to a can-do spirit and willingness to pursue what is best for children.

ELEMENT I: Educational Philosophy and Program

Mission Statement

The Kings River-Hardwick Union Elementary School Districtwide Charter, recognizing the value of every child, will continually strive to inspire students to learn and grow beyond their potential by:

- Fostering a collegial team atmosphere between home, community, and school for the benefit of each student
- Insuring a quality education and positive learning experience
- Providing Instruction that meets the individual needs of each student
- Developing the learning and social skills necessary for life-long learning
- Facilitating an open-door policy allowing all people concerned with the well-being of each child to share their ideas about improving the district

Educational Philosophy

The Kings River-Hardwick Union Elementary School Districtwide Charter parents, staff, and students believe in:

- Fostering a collaborative team atmosphere with the community which benefits the students
- Nurturing student success within a safe school environment
- Preserving the traditional small school atmosphere
- Promoting high expectations
- Enabling all students to learn by recognizing each student learns differently
- Promoting parental involvement as an essential element of a quality educational experience

The Charter fosters a secure, friendly, environment in which students experience a wide variety of learning activities through increased technology usage (one-to-one iPads in grades 6th-8th); lab specific and hands-on science activities; music, art, enrichment; and competitive athletics, as well as the fundamentals of basic academic programs. The district believes that an educated person in the 21st century is a confident, life-long learner who can communicate effectively, think creatively, reason logically, manage resources efficiently, and contributes their talents, strengths, and abilities as a productive citizen.

The Charter believes that learning occurs best when:

- Instructional activities are meaningful and, where appropriate, integrated
- Expectations and accountability are high
- Assessments are used as a diagnostic tool to guide instruction and as an accountability tool to ensure academic mastery

- Curriculum and instruction reflect a rich, challenging and appropriate balance of direct instruction, reading, problem-solving, and activities that provide real-life application
- Parents are involved in the educational process
- Students are respected and their input is acknowledged, valued, and promoted
- Students are given opportunities to make responsible decisions, learn self-discipline and motivation
- Students feel safe and secure in their learning environment
- Student learning is enriched by access to technology, field trips (virtual and real), exposure to the visual and performing arts, and extra-curricular activities

Program Elements

The essential elements of the charter are:

- A strengthened partnership with parents, including a Parent/Teacher/Charter Compact; parent advisory involvement; parent volunteer commitment; and parent education opportunities.
- An academic, social, and conduct contract for students that defines the student's responsibility for learning and his/her responsibility to the school and community.
- The development of high standards for all students through a curriculum that:
 - Is meaning centered
 - Prepares students to be college and career ready
 - Is focused on the Common Core State Standards
 - Is highly integrated
 - Is real world based
 - Implements research based supported pedagogy including the use of student engagement techniques, open-ended projects, and an emphasis on persevering, problem solving, and critical thinking. Integrates technology to a high degree into the process to improve learning, strengthen teaching, and prepare students to be 21st century learners.
 - Regularly uses formative and summative assessments to evaluate and inform instruction.
- A comprehensive Response to Intervention Program
- Time allocated to Professional Learning Communities for the purpose of analyzing student performance using data, curriculum development, team meetings, grade level planning, and professional development focused on meeting students' needs academically, behaviorally, and socially. A daily prep period is in place to build in continuous and ongoing time for planning.
- Access to technology within all classrooms which supports teaching and learning, prepares students to find and manage information and use it appropriately
- Create and maintain an environment where students, staff, and parents are safe in their learning environment.
- Students and parents are enriched through access to technology, field trips (virtual and real), exposure to the arts and an expectation to participate in extra-curricular activities and community service.
- The ongoing partnership with colleges and universities to facilitate staff professional development, promote research, implementation of research based best practices, train upcoming new teachers, and strengthen the evaluation of program effectiveness.

- Build partnerships with outside agencies to facilitate opportunities for enhanced and extended learning.

Students to be Served

The Kings River-Hardwick Union Elementary Charter School District, located at 10300 Excelsior Avenue, Hanford, California, is dedicated to serving all TK-8th grade students who reside in the district's boundaries within Kings County, as well as all students from outside the district's boundaries who enter the district through an inter-district charter agreement.

The Kings River-Hardwick Union Elementary Charter School District provides a traditional learning environment with site-based matriculation.

The district is nonsectarian and nondiscriminatory. No person shall be subjected to discrimination on the basis of the following perceived or actual characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristics that are contained in the definition of hate crimes set forth in section 422.5 of the Penal Code in any program or activity conducted by Kings River-Hardwick Union Elementary School District.

Curriculum and Instructional Design

The Charter offers the learner, transitional kindergarten through grade eight, an education providing the necessary foundations for a successful high school learning experience, leading ultimately to becoming a productive citizen of the community in the 21st century.

The Charter's educational plan consists of a broad range of goals and objectives to meet the educational needs of all students. These goals and objectives are enumerated in the District's grade level standards, California's grade level and content standards, Common Core State Standards (to be fully implemented beginning 2014-15), curricular frameworks, and district selected nationally normed objective testing programs (STAR and or Smarter Balanced).

The learning process that takes place within the school day utilizes a variety of teaching methods and strategies to improve student learning. Teachers meet on a regular basis across the grade levels in Professional Learning Communities, to develop and use different and innovative methods and strategies to instruct their students. Individual learning plans are established for identified students. Parents are informed regularly as to the progress of their child. The staff fully understands and consistently uses performance-based statewide and district-developed benchmark assessments in the KRH accountability system. The charter continues to be part of the Kings County Special Education Local Plan Area.

The Charter is committed to providing services for the unique needs of all students, based on the changing demographics of the community. While ensuring that the achievement of all students continues to rise, one of the district's goals for the next five years is to continue the narrowing of the achievement gap. This goal will be realized by accelerating the mastery of common core content standards by students at or below the "basic" level of performance.

Plan for Students Who Are Academically Low Achieving

The Charter is meeting the needs of academically low achieving students and those who have not achieved mastery of the standards through an RTI model that provides a variety of intervention programs and instructional strategies. The intervention model is fluid and allows students to move in and out of classrooms and groups according to their specific instructional needs. Time is set aside each day to facilitate this deployment model that supplements the core program. The deployment model also facilitates innovative enrichment opportunities developed to meet the educational needs of academically high achieving students.

The intervention programs are implemented under the immediate supervision and direction of a fully credentialed teacher. Low achieving students may receive focused instruction in small groups, or even one-on-one, with teachers or paraprofessional educators. Other intervention programs may include after-school tutoring, lunch-time tutoring, small group differentiated learning within the classroom, and or instruction from the resource specialist teacher. The Student Study Team (SST) process is used to identify students who need alternative interventions to enhance their learning.

Plan for Students Who Are Academically High Achieving

The Charter's philosophy is that an instructional program for the best students is the best instructional program for all students. The district is known for its rigorous program and high expectations for all. High achieving students are identified through standardized assessment, grade level benchmarks, and other summative assessments. High achieving students' needs are specifically met within the regular school day through differentiation and also deployment during reading workshop where instruction is targeted at their specific level. The charter maintains strong visual and performing arts programs for all students. Extra-curricular activities are offered to students to extend their learning, provide enrichment and other opportunities for a well-rounded education promoting academics, civic responsibility, social skills, and physical well-being. These activities include but are not limited to: Odyssey of the Mind, Science Club, Art Club, Drama Club, Peach Blossom, Spelling Bee, Newspaper Club, Yearbook, Leadership, Philanthropy, sports, etc.

Plan for English Learners

The Charter identifies English Language Learners through the Home Language Survey. These students are assessed using the California English Language Development Test (CELDT). The charter's goal is that English language learners will process academically at the same rate as all other students. These students are monitored regularly and the Charter's staff is provided strategies to strengthen the academic program for these students. Students identified as ELL are assisted through a variety of instructional strategies and programs that include: instruction by teachers who have CLAD certification, English Language Development (ELD) and/or Specially Designed Academic

Instruction in English (SDAIE) certification; as well as instruction from a bilingual paraprofessional educator.

Services for Special Education Students

The Charter understands its legal responsibility to provide educational services to students who qualify for special education programs in full compliance with the Individuals with Disabilities Education Act (IDEA). In concert with IDEA, the Charter supports and provides services to students receiving Special Education in the Least Restrictive Environment (LRE). Our Charter philosophy is to maintain high expectations for all students, including those receiving special education services.

The Charter has a Special Education department that directly provides necessary programs and services to many of its students with disabilities. In addition, the district is a member of the Kings County Special Education Local Plan Area (SELPA). Through the Kings County SELPA, the district ensures that the complete array of programs and services are available to meet the needs of students with severe disabilities.

The process used to identify students for special education services is as follows: Students can be referred by teachers, parents, agencies, and appropriate professional individuals, or through a Student Study Team (SST) meeting, after the resources of the regular education program have been considered and when appropriate, utilized. This is often accomplished through the Response to Intervention process. If the student needs to be evaluated for special education services, a formal evaluation, approved by the parent/legal guardian, will be given. All assessments (behavior, health, psychometric, and/or academic) will be performed in accordance to state and federal law.

An Individualized Education Program (IEP) meeting will be held to determine the programs or services a student may need. Each disabled student will be placed in appropriate programs and provided appropriate services in relation to his or her needs, as set forth in the student's written IEP.

Students are provided comprehensive access to the core curriculum to the greatest extent possible. To provide access to the comprehensive core curriculum, support is provided per the student's Individualized Education Plan by certificated special education staff and classified staff in concert and close collaboration with the general education teacher. Students' progress towards goals is reviewed and revised annually by an IEP team to ensure progress on goals, appropriate services, supports, accommodations and/or modifications, and educational benefit to guarantee they are making progress with their learning in accordance with state and federal law.

Categorical Programs

The Charter will comply with all conditions of Federal categorical programs and will participate in Federal Program Monitoring as required.

ELEMENT II: Measurable Student Outcomes

The Kings River-Hardwick Union Elementary School District's original charter placed high expectations on individual students and held them fully accountable for meeting

those expectations. Assessment of student progress is an essential core element of an instructional program. Assessment should measure both how students are meeting internal standards and their ability to compare favorably with State and/or national norms. The district uses a variety of tools to measure student progress, including formative and summative assessments based on classroom instruction, District benchmark assessments administered each trimester, and Common Core aligned curriculum-based measures in preparation for the upcoming Smarter Balanced Assessment. Our Performance Goals are aligned with the Federal and State Performance indicators.

The Kings River-Hardwick Union Elementary School District continues to be committed to an academic program that promotes a high level of student achievement based upon each student's needs, through a rigorous curriculum with high expectations and support. In keeping with the educational philosophy, the charter's measurable student outcome goals are for all district charter students to become sufficiently proficient in the core content areas of English-language arts, mathematics, science, and history-social science, as well as physical education, to enter high school without need of any remedial coursework, on their way to becoming college and career ready.

- All district students will progress towards achieving the Common Core State Standards at a proficient or advanced level as measured by the Smarter Balanced Assessment, or other State performance indicator; formative and summative assessments based on classroom instruction; district benchmark assessments administered each trimester; and Common Core aligned curriculum-based measures.
- Additionally, the district and its students will progress towards achieving an excellent rating by the State in regards to the Eight State Priority Areas that are included in the district's Local Control Accountability Plan (LCAP). These areas include: student achievement, student engagement, other student outcomes, school climate, parental involvement, basic services, implementation of Common Core State Standards for all students, and course access. The LCAP will be adopted every three years and updated annually.

California State Academic Performance Index

The district's plan for achieving targets are defined by the California State Department of Education and include:

- A review of each student's progress as measured by the previous years' California Standardized Testing scores at the beginning of each school year; identification of students considered at risk of retention according to district established criteria and development of appropriate interventions and student action plans. (Smarter Balanced Assessment Results will be utilized beginning in 2014-15.)
- A school calendar with time allocated for analysis of benchmark and classroom assessment data; monitoring of student progress, particularly of at risk students; revising instructional strategies and interventions as appropriate.
- A review of common formative assessments to ensure they correlate with learning expectations and have the rigor and depth of knowledge required of the Common Core State Standards.

- On-going weekly grade level/content area meetings to ensure continued improvement of the instructional program.

All district students, including all numerically significant subgroups, will progress towards achieving the state content/Common Core State Standards at a proficient or advanced level. Assessment measures include standardized testing (currently STAR) while transitioning to the Smarter Balanced Assessment beginning with the pilot test in spring of 2014; teacher and district assessments mentioned above; and additional assessment measures including, but not limited to the following.

Daily attendance	97% actual attendance
Daily work & homework	95% compliance
Special project completion	100% compliance
Completion of individual contracts	95% completion
Parent conferences	100% attendance/contact
Benchmark Assessments	Proficient/Advanced target
School progress reports	Trimester progress reports

The district will use the results of the State Assessment Program and other multiple measures of assessment as a means of measuring student performance. The district will meet the growth targets as specified by the State Academic Performance Indicators. Currently the District API is 872, seventy-two points above the state target of 800. In addition, all three numerically significant subgroups surpassed the state target of 800. (Hispanic/Latino 838, White 891, and Socioeconomically Disadvantaged 820.) The district currently uses the Illuminate Program to assist in managing assessment data, allowing teachers to monitor their students regularly, making informed decisions about instruction for each child. The administration and teachers currently volunteer to work before- and after-school and during lunch breaks daily to provide additional support for identified at-risk students in the areas of language arts and mathematics. (See Attachment I for three years of test results. See Attachment J for test scores from comparison schools).

The following goals are from our most recent Single Plan for Student Achievement:

- For the 2013-2014 school year, the Federal AYP targets are set at 100% for English Language Arts and Mathematics. However, since this is unrealistic for us to achieve at this time, we have set goals for achievement that continue to increase our number of proficient and advanced students, while decreasing our number of students not proficient in each subgroup by a rate that at a minimum, is sufficient for attainment of safe harbor.
- For the 2013-2014 school year
 - 78% of students 3-8 will be proficient or advanced in English Language Arts

- 79% of students 3-8 will be proficient or advanced in Mathematics
- 67% of low income students will be proficient or advanced in English Language Arts
- 72% of low income students will be proficient or advanced in Mathematics
- 67% of Hispanic students will be proficient or advanced in English Language Arts
- 75% of Hispanic students will be proficient or advanced in Mathematics
- 80% of White students will be proficient or advanced in English Language Arts
- 82% of White students will be proficient or advanced in Mathematics
- 49% of EL students will be proficient or advanced in English Language Arts
- 59% of EL students will be proficient or advanced in Mathematics

- For the 2014-2015 school year
 - 83% of students 3-8 will be proficient or advanced in English Language Arts
 - 84% of students 3-8 will be proficient or advanced in Mathematics
 - 72% of low income students will be proficient or advanced in English Language Arts
 - 77% of low income students will be proficient or advanced in Mathematics
 - 72% of Hispanic students will be proficient or advanced in English Language Arts
 - 80% of Hispanic students will be proficient or advanced in Mathematics
 - 85% of White students will be proficient or advanced in English Language Arts
 - 87% of White students will be proficient or advanced in Mathematics
 - 54% of EL students will be proficient or advanced in English Language Arts
 - 63% of EL students will be proficient or advanced in Mathematics

- For the 2015-2016 school year
 - 88% of students 3-8 will be proficient or advanced in English Language Arts
 - 89% of students 3-8 will be proficient or advanced in Mathematics
 - 77% of low income students will be proficient or advanced in English Language Arts
 - 82% of low income students will be proficient or advanced in Mathematics
 - 77% of Hispanic students will be proficient or advanced in English Language Arts
 - 85% of Hispanic students will be proficient or advanced in Mathematics
 - 85% of White students will be proficient or advanced in English Language Arts
 - 87% of White students will be proficient or advanced in Mathematics

- 59% of EL students will be proficient or advanced in English Language Arts
- 68% of EL students will be proficient or advanced in Mathematics

English language learners will advance at least one proficiency level each year as measured by the CELDT or any subsequent assessment of English proficiency, as certified by the state board, unless at the English proficient level in which they will maintain that level. Our goal is to reclassify at least 5% of our EL students each year and meet our annual measurable objectives.

In addition to student performance and proficiency in English Language Arts and Mathematics on standardized tests and its API score, the Kings River-Hardwick Union Elementary School District will meet or exceed the established objectives of the **Eight State Priorities**, including, but not limited to:

- **Student Achievement**
 - Performance on Standardized Tests
 - Score on Academic Performance Index
 - Share of students that are college and career ready
 - Share of EL's that become English proficient
 - EL reclassification rate

Specific student achievement goals are referenced in the section above.

- **Student Engagement**
 - School attendance rates 97% actual attendance
 - Chronic absenteeism rates <1% of students chronically absent
 - Middle school dropout rates 100% of students will graduate
 - High school dropout rates N/A we are a TK-8 district
 - High school graduation rates N/A we are a TK-8 district
- **Other Student Outcomes**
 - Other indicators of student performance in required areas of study described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable. May include performance on other exams.

Other indicators of student performance that are currently in place in the Kings River-Hardwick Union Elementary School District include Physical Fitness Testing and the High School placement tests for English language arts and Mathematics. These assessments are important indicators of student success within our learning community and our goals are as follows:

- **Physical Fitness Testing**
 - Our goal is to decrease the number of students identified as not falling within the "Healthy Fitness Zone" in each of the six identified areas (*aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, flexibility*) by 10% each year.
- **High School Placement Tests**

- 68% of students will test into advanced placement/Honors English on the high school placement test
- 60% of students will test into advanced placement/Honors Mathematics on the high school placement test

- **School Climate**

School safety and climate are of critical importance to Kings River-Hardwick Union Elementary School District. The district strives each day to ensure children, parents and staff, are provided a safe, secure, and nurturing environment. The district and staff are committed to ensuring Kings River-Hardwick Union Elementary School will never be at risk of being labeled a persistently dangerous school.

In addition to maintaining our community partnership with the Kings County Sheriff's Office, and housing their substation in our area, we also staff a full-time school resource officer with funding support we receive from a federal COPS grant. Although we have very few discipline issues, the resource officer enhances campus safety and positive school climate along with our Character Counts Program.

Additional school climate goals include the following:

- Student suspension rates <2.5% suspension rate yearly
- Student expulsion rates <.25% expulsion rate yearly
 - *There have not been any student expulsions in over 5 years.*
- Other local measures, including surveys of pupils, parents and staff on the sense of safety and school connectedness.

Other local measures of school climate currently include an annual survey of parents, students, and staff that requests input on school climate and safety. The goals for school climate and safety according to the surveys are as follows:

- At least 95% of parents will report that they believe Kings River-Hardwick Union Elementary School District provides a safe environment for their children.
- At least 95% of students will report that they feel safe at school.
- At least 95% of staff members will report that they feel safe at school.

Additional information regarding this priority area may be found under Rationale, as well as Elements I and X.

- **Parental Involvement**

Kings River-Hardwick Union Elementary School District values parents as integral partners in the education of their children. The culture of teamwork is deeply engrained in the charter's philosophy, and is evident in the day to day operations of the charter. Parent input is actively sought after by the Board of Trustees as noted in Element IV. Additionally, the district promotes parent involvement through school

events including but not limited to Parent/Teacher Conferences, Back to School Night, School Performances, team and club activities, family nights, parent trainings, and the Parent Booster Club. Parents also sign a compact regarding their responsibility to volunteer a minimum of 5 hours of service each year.

Additional parental involvement goals include:

- **Efforts to seek parent input and promote parental participation**
 - 100% of parents will attend parent/teacher conferences
 - 90% of parents will attend Back to School Night
 - 95% of parents will meet or exceed their volunteer requirements as set forth in the charter compact
 - 100% of district committees and councils will be fully constituted and active within the school community
 - At least 75% of parents of students with exceptional needs will participate in the Special Education Self Review (SESR) process by attending informational meetings and/or completing surveys.

In order to engage parents and promote their participation in programs for unduplicated students and individuals with exceptional needs, the Kings River-Hardwick Union Elementary School District actively seeks and encourages parents to participate in the English Learner Advisory Committee, School Site Council, Parent Advisory Committee, Migrant Committee, Community Advisory Committee, IEP meetings, Special Education Self Review, etc. Bilingual administrators, teachers, and classified personnel are available to translate for parents to facilitate active participation during each of these parent input and involvement opportunities. Transportation is also arranged when necessary to ensure parents have equal access to participate.

- **Basic Services**
 - **Rate of teacher misassignment**
 - 100% of teachers will be fully credentialed and assigned appropriately as outlined by their credential/s
 - **Student access to standards-aligned instructional materials**
 - 100% of students will have access to standards-aligned instructional materials and textbooks (hardback and/or downloaded on a personal device)
 - **Facilities in good repair**
 - All school facilities will be inspected annually, and maintained in good repair in accordance with the Williams Act.

All goals listed in this priority are outlined pursuant to Education Code Section 35186, Williams Act. This code section specifies that: (1) Parents will be notified if regularly there is a misassignment of a certificated employee in a teaching position for which they do not hold the proper credential or if there is a vacant teacher position that remains unfilled by a properly credentialed staff member. (2) There should be sufficient textbooks and instructional materials. That means each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in the class

and to take home to complete required homework assignments. (3) School facilities must be clean, safe, and maintained in good repair. (4) Complaint forms must be made readily available.

- **Implementation of Common Core State Standards (CCSS)**
 - **Implementation of CCSS for all students, including EL**
 - Common Core State Academic Content and Performance Standards will be fully implemented (100%) in all subject areas, at all grade levels, for all students and subgroups of students, including English Learners.
 - 100% of EL students will receive additional services focused on the CCSS that will enable them to successfully access the common core academic content standards.

Additional information regarding this priority is listed in the Rationale and Elements I and III.

- **Course Access**
 - **Student access and enrollment in all required areas of study**
 - All students will be given access to a broad course of study that includes all the subject areas described in Section 51210, inclusive, of Section 51220, as applicable. (Math, English/ELA, Social Science, Science, Visual and Performing Arts, Health, P.E.)
 - Special Education students will be afforded programs and services to meet their exceptional needs in accordance with their IEPs to provide services resulting in educational benefit. (See Element I)
 - EL students will be afforded programs and services that ensure academic benefit for them. (See Element I)
 - Low Income students will be provided programs and services to support attainment of academic proficiency and ensure educational benefit. (See Element I)

ELEMENT III: Method by Which Student Outcomes and Progress is Measured

Student progress in meeting the desired student outcomes is measured and evaluated through a variety of methods:

- California State assessments administered pursuant to Education Code Part 33, Chapter 5, Article 4, commencing with Section 60640 as certified by the state board.
- Local assessments and evaluations which may include:
 - State adopted textbook curriculum based assessments
 - District benchmark tests in Reading, Writing, Math, Science, and History
 - Teacher developed common formative and summative assessments
 - Daily attendance

- Performance on daily work and homework

District Common Core Grade Level Performance Standards are formulated by certificated staff utilizing community input, state frameworks and standards, and standardized assessment instrument goals (STAR) and the Smarter Balanced Assessment beginning with the pilot test in spring of 2014. Kings River-Hardwick Union Elementary School District certificated staff shall meet periodically to review and update the standards to be approved by the governing board. Administration and staff shall also participate in curriculum articulation with Hanford Joint Union High School District and other Hanford Area Elementary Districts. Grade level Common Core State Standards currently cover Language Arts, Math, Science, History-Social Science, Visual and Performing Arts, Music Education, and Health & Physical Education. The Charter will maintain and periodically update its Technology Use Plan.

With Common Core State Standards and the Smarter Balanced Assessment still in the early stages of implementation, the charter's plan for ensuring continuous growth in student achievement each year until the new state accountability measures are put into place includes:

- An annual review of each student's academic progress
- An annual review of ELA and Math benchmark assessments to ensure they correlate with the Common Core State Standards
- Ongoing grade level meetings to ensure continued improvement of the instructional program
- Ongoing assessment meetings to analyze the benchmark data to improve the total educational program
- Establish a benchmark assessment calendar
- Purchase Common Core State Standards aligned curricula and other instructional and supplemental materials as needed
- Investigate new technology that will enhance and strengthen the instructional program
- Identify students who are below the proficient level and provide specific intervention to ensure academic progress
- Continue to provide timely and relevant professional development for all staff members

Data on student achievement is collected, analyzed and reported to school staff and parents in the following ways:

- Methods of collecting data:
 - Schoolwise and Illuminate data management systems are used to collect data from state assessments, local benchmark assessments, and classroom assessments
 - Data reports provided by the state as part of STAR and/or Smarter Balanced Assessment
 - Data Reports from the California Measurement of Academic Performance and Progress (MAPP)
 - Teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects, and student attendance

- Renaissance Learning's STAR reading reports
- Developmental Reading Assessment

- Forums for analyzing data:
 - Teacher analysis of student data
 - Grade level meetings
 - Assessment meetings
 - Parent-teacher conferences
 - Staff meetings
 - Intervention Team meetings
 - Student Study Teams
 - Administrative meetings
 - School Site Councils
 - Parent Advisory Council
 - School Board meetings

- Means of reporting data:
 - Student State Testing Reports
 - Parent conferences
 - Student information system, Edline, portal allowing access for parents and students to grades and assignments
 - Teacher web pages
 - Media reporting
 - Board meetings
 - School Accountability Report Cards
 - School Website

Data on student performance is continuously being analyzed and reviewed by Charter staff, and used to improve the total educational program so all students may progress toward attainment of proficiency.

ELEMENT IV: Governance Structure

The district's governing structure is directed by a publically elected Board of Trustees, consisting of five (5) members, retaining the existing terms and qualifications. The current election process for the Board of Trustees, as governed by state and local statute, will remain in place. The ultimate authority for the governance of the district will remain with this elected Board of Trustees. Policies will continue to be enacted at monthly public board meetings.

The role of the Superintendent

The Superintendent/Principal has primary responsibility for implementing district vision, policies, and operation as well as the day-to-day operation of the school.

The role of Site Administration

In addition to the Superintendent/Principal, the day-to-day operation of the school site is also the responsibility of the Director of Student Services in accordance with the school operational plan. Each administrator is responsible for adherence to all applicable Federal and State laws, policies of the District, and implementation of adopted

curriculum and programs. In addition, they are charged with the responsibility of all instructional materials, curriculum implementation, professional development, serving as resources for teachers, as well as the oversight of assessment and special programs.

The Administrative Cabinet

This cabinet is composed of administrative staff under the direction of the Superintendent. The administrative cabinet meets regularly for the purpose of collaborating and working together as a team to ensure a safe, nurturing, and engaging learning environment that positively impacts students, their learning outcomes, opportunities, and experiences, is provided for our children. The focus of the cabinet is to direct District resources to furthering our mission through coordinating services including transportation, child nutrition, health, technology, maintenance, operations, and other departments towards improving student learning and achievement.

Student Council/Leadership Club

The school maintains a Student Council composed of students selected by their peers to represent student interests. Officers of Student Council meet with administrators to advise them on matters relating to student interests and concerns. In addition, Student Council Officers and Representatives are a part of the school Leadership Club. Leadership Club members serve on a variety of committees to give students a voice on matters that are important to them. (Dress Code, Wellness, etc.) They also coordinate dances, activities, and philanthropic endeavors throughout the year for the students.

Parent and Community Representation

The Board of Trustees actively seeks and enthusiastically welcomes parent input on a wide range of topics, from curriculum and instruction, to assessment and accountability, to school operations, budget and finance. The following forums are regularly provided for parent and community input:

- Meetings of the Governing Board are posted at the district/school site, the district web-site, calendars, and the local newspaper. To encourage parent and community attendance individual students, student clubs, competitive teams and students involved in visual and performing arts are frequent participants in these meetings.
- Additionally, the Governing Board periodically holds special meetings regarding potential changes in dress code, budgetary prioritization, building projects, as well as concerns that occur in the community at large.
- School site advisory councils are composed of parents/community members and staff elected by their peers with the role of each site advisory council to:
 - consult with parents and teachers regarding the site's educational program
 - consider parent suggestions and concerns
 - oversee curriculum services
 - participate in developing annual goals

The Charter/School Site Council, which consists of 5 parent and 5 school site representatives also advises the Board of Trustees on categorical funding plans. In addition, as we move forward with the development of our Local Control Accountability Plan (LCAP), parent, faculty, and community input will be gathered through many

avenues, including but not limited to our current advisory councils. All advisory councils offer the opportunity for shared governance in that their role is to advise and make recommendations to the Board of Trustees.

The Kings County Office of Education

The Kings County Office of Education is charged with monitoring the Charter Program and evaluating its success and performance. Periodic visits, assessment scores and review will be done with administration and County Office of Education staff and County Superintendent.

The California Department of Education

The State Superintendent of Public Instruction and the State Board of Education will share the responsibility of approving this charter renewal. Following its approval, they will have the responsibility to monitor its implementation.

Operating within the intent of the approved charter renewal, the District Board of Trustees will have all other authority for the operation of the District and its programs.

The Kings River-Hardwick Union Elementary School District is a Public Local Education Agency, and operates on a non-sectarian basis in its programs, admissions policies, employment practices, all other operations, and shall not charge tuition. It will not discriminate against any person based in whole or in part on 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 California Penal Code.

Federal requirements concerning student records will be maintained.

ELEMENT V: Human Resources

To be creative and flexible in providing an optimal learning environment, the charter will maintain existing district standards for all those who work with children. These standards will be reflected in the Charter's hiring practices, evaluation methods, and professional development. The district will make all staffing decisions for the charter.

- Superintendent/Principal
The superintendent/principal must hold a valid California administrative services credential and a valid California teaching credential. The superintendent/principal is employed by and responsible to the Board of Trustees. The superintendent/principal shall have a criminal background check performed pursuant to Education Code Section 44830.1
- Director of Student Services
The director of student services must hold a valid California administrative credential and a valid California teaching credential along with the experience and skills required to fulfill the responsibilities of the position. The director of student services is employed by the Board of Trustees and is responsible to the

superintendent/principal. The director of student services shall have a criminal background check performed pursuant to Education Code Section 44830.1

- Teachers/Coordinators

Classroom teachers and coordinators must hold a valid California teaching credential. All teachers are fully credentialed for the subject and pupils they teach. They are employed by the Board of Trustees and are responsible to the superintendent/principal. Teachers shall have a criminal background check performed pursuant to Education Code Section 44830.1.

- Counselors/Psychologists: school counselors and psychologists will be fully qualified with the appropriate service credential for their position.
- Nurses: all nurses (RN and LVN) will be fully qualified with the appropriate license to administer the health programs within the district.

- Classified Personnel

All classified personnel must meet the qualifications and standards established for employment and are responsible to the superintendent/principal. All classified employees shall have a criminal background check performed pursuant to Education Code Section 44830.1.

- Instructional Aides: all instructional aides will also have met the State and/or Federal prerequisite requirements for paraprofessionals.

The Charter will adhere to existing state law relating to the tenure of certificated staff. The administration will also recognize state laws of permanency for existing classified staff.

During the life of the Charter, the administration will have the flexibility of hiring non-certificated instructors, hereafter referred to as instructors, on a contractual basis, as allowed by law in non-core areas, such as keyboarding and physical education, where such instructors have demonstrated their competency through experience and/or education. Instructors shall complete a district-required course in classroom behavior management and will have met the State and/or Federal prerequisite requirements for paraprofessionals. Instructors shall have a criminal background check performed pursuant to Education Code Section 44830.1.

The district will ensure teachers in core areas and instructional aides meet the highly qualified designation as set forth in NCLB. In addition, it is expected that all employees of the district have a solid understanding of and commitment to the importance of student success and a commitment to a collaborative partnership.

The district may enter into agreements with local colleges and universities to become a professional development district. These agreements would allow college students in neighboring areas to do observations or student teaching in our district. This would further allow classes to be offered for student teachers and interested staff of the

Charter. Furthermore, instructors would have access to the supervisors(s) of student teachers, and to course work leading to their credentials.

ELEMENT VI: Health and Safety

Pursuant to Education Code 44237, the district will adhere to the existing state laws regarding fingerprinting, criminal background checks, and drug testing. Criminal background checks are required for all employees (credentialed and non-credentialed). All employees will be required to submit a valid negative test for tuberculosis (TB). This will be in compliance with Education Code 49406, with periodic testing after the initial tuberculosis test. The district will adhere to existing board policy pertaining to the safety and health of all employees and students.

The district complies with all regulations pertaining to scoliosis, vision, and hearing screening for all students in accordance with 5CCR 11967.5(f)(6)(D). The governing authority shall not unconditionally admit any person as a pupil of any private or public elementary or secondary school, child care center, day nursery, nursery school, family day care home, or development center, unless prior to his or her first admission to that institution he or she has been fully immunized. All immunizations will be documented with proof.

The district will maintain policies and procedures conducive to school safety; responses to natural disasters and emergencies; and blood-borne pathogens, as well as appropriate policies related to student behavior and the administration of prescription drugs and other medicines. County school nurses and school site LVNs/RNs are available to meet the health and safety needs of both students and staff.

The district will maintain policies as drug, alcohol, and tobacco-free workplace. A School Resource Officer is employed by the district in partnership with the Kings County Sheriff's Office to support the safe school environment in a variety of ways.

All information related to the aforementioned policies will be included in parent/student or employee handbooks and will be reviewed on an ongoing basis as determined by the district and/or Board of Trustees policies.

The district has a safety plan entitled, Emergency Operations Plan, which is updated annually and is available for staff and parents to review as needed.

The facilities will receive an annual inspection by the county fire marshal and a property and liability loss control specialist to assure compliance with established health and safety standards (including federal ADA). The food services facility will be inspected by the county health department.

The district will meet all federal, state, and local requirements for water, friable asbestos, and other toxic materials.

The district will maintain liability and excess liability, as provided by the Organization of Self-Insured Schools, JPA, and Schools Excess Liability. Workers Compensation will be provided pursuant to provisions of the California Labor Code.

The district will adhere to all existing state and federal public school laws and regulations regarding seismic safety; building codes and zoning restrictions; provisions for Americans with Disabilities (ADA); provisions of instructional materials/textbooks; implementation of federal environmental laws and identification of facilities that are or are not Field Act compliant.

ELEMENT VII: Racial and Ethnic Balance

The Charter will retain the existing TK-8 grade level configuration of the District to ensure racial and ethnic balance that is reflective of the general population residing within the historical attendance area of the District.

Element VIII describes the admission practices and policies that have been put into place to ensure a diverse applicant pool and subsequent enrollment. Additionally, the district advertises the availability of applications for enrollment on its district/school site communication signs, signs around the community, and printed advertisements in the local paper.

Element III also describes supplemental language instruction provided for students with limited English proficiency. The availability of programs that facilitate a high quality education for all students, including those with diverse language needs, promotes racial and ethnic balance.

ELEMENT VIII: Admission Requirements

Admission to the Charter will be open to all students, meeting mandatory assurances regarding non-discrimination, and will not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, subject to the District's Enrollment Board Policy and Administrative Regulation 5116.2, Attachment B. Admission preference will be given to those students showing proof of residency within the historical attendance area of the District.

The requirements for admissions shall be:

1. Student meets state minimum age requirements for admission to transitional kindergarten;
2. Student has satisfied all state and locally required immunizations; and
3. Parent and student agree to adhere to the elements of the "Kings River-Hardwick Union Elementary School Parent/Student Compact," contained in "Attachment A" of this charter.

Board Policy and Administrative Regulation 5116.2 also indicate that children of employees who live outside of the district boundaries are given preference during a random public draw as are children who have siblings already attending Kings River-Hardwick as well as those children who attended our Pre-School programs. The random

public drawing is announced with a Public Notice thirty days prior and conducted in a public setting such as the school library or Board Conference Room. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school, and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

ELEMENT IX: Financial Audit

The Charter will adhere to the Kings River-Hardwick Union Elementary School District Board of Trustees' Policies and Administrative Regulations, and participate in the board's annual audit of fiscal and program operations.

The Board of Trustees oversees the selection of an independent auditor. The qualifications for an auditor are described in a request for proposal. The scope of the audit is as follows:

- Verifies the accuracy of the district's financial statements, attendance, and enrollment accounting practices, and reviews the district's internal controls.
- The audit is conducted in accordance with generally accepted accounting principals, the standards established by the Government Accounting Standards Board (GASB), and applicable provisions of the current edition of Standards and Procedures for Audits of California K-12 Local Educational Agencies (issued annually).
- As required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable office of Management and Budget Circulars.
- Completion of the audit should be within six months of the close of the fiscal year and before December 15th.
- Copies of the audit are to be given to the district business manager and are presented to the Board of Trustees at a regularly scheduled board meeting, following which copies are duly filed with the state and local agencies as required by law.
- Audit exceptions or deficiencies are reported to the Board of Trustees with recommendations on resolving the exceptions.
- It is the responsibility of the district to resolve exceptions or deficiencies.

The Kings River-Hardwick Union Elementary School District continues to maintain a favorable audit history with no findings. This has been the case for more than five years.

Budget

The District's superintendent and director of business and personnel services develop a balanced operating budget to be approved by the Board of Trustees as part of the

annual budgetary process. The district is funded under the Local Control Funding Formula (LCFF). The district's independent auditor annually conducts audits of the fiscal operation. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable office management and budget circulars. The district will comply with Kings County Office of Education audit and accountability practices, though it will retain its rights under the parameters of charter school law. Any disputes regarding the resolution of audit exceptions and/or deficiencies will be referred to the dispute resolution process contained in Element XIV.

Financial Reporting

The accounting of the district's budgets, revenues, and expenditures are conducted in accordance to the district's Board of Trustees' Policies and Administrative Regulations. The district contracts an independent auditing firm to conduct the annual audit of fiscal and programmatic operations and report findings to the Board of Trustees. The district complies with state financial reporting regulations by submitting the 1st and 2nd interim report, unaudited actuals, end of year projection, and budget report. These reports are submitted to CDE through the county office of education which monitors the fiscal health of the district in accordance with applicable provisions of state law, generally referred to as Assembly Bill 1200 (Chapter 1213, Statutes of 1991).

Administrative Services

The District is governed by the district's Board of Trustees. The superintendent and director of business and personnel services are responsible for managing the district under policies and regulations adopted by the board of trustees. Services that are administered include but are not limited to: financial, management, personnel services, payroll, maintenance/operations, transportation, food services, special education, and curriculum and instruction.

Facilities

Kings River-Hardwick Union Elementary School District consists of one school site:

- Kings River-Hardwick Elementary School (CDS 16-63941-6010474)
10300 Excelsior Avenue, Hanford, California 93230
(559) 584-4475

As the community of Hanford continues to grow, the enrollment of the school district will grow also. This charter petition will allow the district to expand its facilities through land purchases and/or building projects to meet the expansion needs, both present and future, of the Kings River-Hardwick Union Elementary School District.

The district facilities will be maintained in good repair in accordance with the Williams Act.

Transportation

Kings River-Hardwick Union Elementary Charter School District provides home-to-school transportation under the Kings River-Hardwick Transportation Policy for those students who reside within the district's geographic boundaries. This transportation policy of the District is reviewed periodically for revision as new housing occurs in the district and student numbers change. The district transportation system functions under the guidelines of the California Department of Education's Office of School

Transportation. Students who reside outside the physical boundaries of the District are responsible for transportation to and from school.

ELEMENT X: Suspension, Expulsion, and/or Leaving the Charter District

The district will maintain student discipline policies. These policies will be printed and distributed as part of the Parent/Student Handbook and will describe the expectations of the district for attendance, mutual respect, substance abuse, violence, safety, and work habits. Each parent and student will be required to verify, by signature, that they have reviewed and understand the policies.

Policies and lists of offenses for which a student must or may be suspended or expelled will be reviewed annually by the superintendent or designee and revised accordingly to conform to any changes in Education code pertaining to suspension, expulsion, and due process. Revisions will be reviewed and approved by the Board of Trustees.

Students may be suspended and/or expelled for violations of the California Education Code Section 48900 et seq., 48915 et seq., and other provisions of state and federal statutes regarding student safety issues. Kings River-Hardwick Union Elementary School District believes the proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's students and their parents.

All students will be afforded due process as outlined in Education Code Section 48918 et seq. Due process includes the following steps: meeting with teacher and student; meeting with teacher, student, and parent(s); meeting with teacher, student, and parent(s), and site administrator; meeting with teacher, student, parent(s), site administrator, and superintendent or designee.

If a student is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades of report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.

In cases of truancy and poor attendance, the Student Attendance Review Board (SARB) will review the students' attendance records and circumstances causing poor attendance. The SARB will be composed of District personnel and administration, outside agencies, and may include law enforcement and the District Attorney's office.

Recommendations at each level of the process could include additional contracts, modifications, and/or interventions, in addition to alternative placements in neighboring districts and/or programs. The decision of the Board of Trustees is final and not subject to appeal to the Kings County Office of Education.

Policies and regulations will conform to applicable federal and state laws regarding due process for students with disabilities and will stay apprised of any developments in the

IDEA legislation. If a student with disabilities has an Individual Education Plan (IEP) that includes disciplinary guidelines, the student will be disciplined according to these guidelines, ensuring that the behavior is not a manifestation of their disability. Additionally, when appropriate, students with disabilities who are suspended or expelled, will continue to receive education services as provided in 34 CFR 300.101 (a) (free appropriate public education (FAPE) requirements), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

ELEMENT XI: Compensation and Benefits/Retirement System

All new and existing employees will participate in STRS, PERS and Social Security, as appropriate. The business director will be responsible for ensuring that each employee is enrolled in the appropriate retirement system such as California State Teachers' Retirement System (CALSTRS), California Public Employees Retirement System (CALPERS), or federal social security, as required by EC Section 47605(b)(5)(K). The district makes all employer contributions as required by STRS, PERS, and Federal Social Security. The district also makes contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer. Tenure and accrued seniority and leaves enumerated in the current staff handbook and collective bargaining agreement shall also remain in effect.

Insurance

The District purchases general liability insurance, workers compensation insurance, and other necessary coverage through carriers approved by the district's Board of Trustees.

ELEMENT XII: Attendance Alternatives

No pupil residing within the historical attendance area of the District shall be required to attend the Kings River-Hardwick Union Elementary School District Charter. The District shall offer the following attendance alternative to pupils who choose not to participate or who choose not to adhere to the student/parent compact contained in "Attachment A" of this petition.

The District will assist with an inter-district transfer for pupils pursuant to Education Code Section 46600 through agreements entered into between the District and Hanford Elementary, Laton Union Elementary, and Pioneer Union Elementary School Districts in which Hanford, Laton, and Pioneer Districts unqualifiedly agree to accept the District's students who are in compliance with the receiving district's inter-district transfer requirements. The Kings County Community School, Kit Carson Independent Study Charter School, and Armona Elementary School's Charter Program are also available to those students who fall within those schools' mission statements. (Attachment C, D, & E)

The above option shall be applied to those students who fail to meet the terms of the signed compact and through due process have been dismissed from the Charter. In the case of a pupil's dismissal for failure to meet the terms of the compact, the Charter shall continue to enroll the pupil until enrollment in an alternative educational program has been secured. The Charter accepts its responsibility to provide a public education to all students residing within its historical attendance area.

In the event that a parent and the District cannot agree on an alternative placement, the dispute resolution process outlined in Element XIV of this Charter shall be implemented. If after all aspects of Element XIV of this charter have been completed, a resolution of the dispute cannot be agreed upon by the affected parties, the parent may notify the State Board of Education that the Charter did not adhere to its alternative attendance placement policy. If the State Board of Education and the State Superintendent of Public Instruction determine that the Charter did not meet the terms of this element, this failure constitutes a material violation of this Charter, the State Board of Education and the State Superintendent of Public Instruction may initiate revocation of the Charter pursuant to the revocation authority granted in Education Code Section 47607.

ELEMENT XIII: Rights of School District Employees

The district acknowledges that no employee can be forced to work for the charter school district; however, since this is the thirteenth year of the Kings River-Hardwick Charter School District, it can be stipulated that all current employees have agreed to work under the charter. The charter will continue to pertain to all district staff for the duration of the charter's term. The all-district charter's term will be for five (5) years, unless voluntarily surrendered by the district's Board of Trustees or revoked by action of the State Board of Education and State Superintendent of Public Instruction prior to its expiration. All new employees are informed, before hiring, of the charter status of the district. Once a new employee signs a contract with the district, having been given that information, that employee is deemed to be an employee of Kings River-Hardwick Union Elementary Charter School District. If the charter is voluntarily surrendered or revoked, all employees will revert to their status as employees of the Kings River-Hardwick Union Elementary School District.

The Collective Bargaining Agreement between the Kings River-Hardwick Teachers Association and the District will be honored. The charter will adhere to existing state law relating to the tenure of certificated staff. All sick/vacation leave will carry over to and from the charter school.

The administration will also recognize state laws of permanency for classified staff.

In the event of a dispute between the District and any employee related to this provision of the Charter, the dispute resolution process outlined in Collective Bargaining Agreement shall be followed. If, after all aspects of the local dispute resolution process have been completed, a resolution of the dispute cannot be agreed upon by the affected parties, the employee may notify the State Board of Education that the District did not adhere to the requirement that the District shall not require any employee to work in the Charter school. If the State Board of Education and the State Superintendent of Public Instruction determine that the District did not meet the terms of this element of the Charter and that this failure constitutes a material violation of this Charter, the State Board of Education and the State Superintendent of Public Instruction may initiate revocation of the Charter pursuant to the revocation authority granted in Education Code Section 47607.

ELEMENT XIV: Dispute Resolution

The procedures to be followed by the charter district and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

- (A) Kings River-Hardwick Union Elementary School District acknowledges that the State Board of Education and Superintendent of Public Instruction are not local education agencies.
- (B) Because the State Board of Education and Superintendent of Public Instruction are not local education agencies, they may choose to resolve a dispute directly instead of pursuing the dispute resolution process. If the State Board of Education and Superintendent of Public Instruction intend to resolve a dispute directly instead of pursuing the dispute resolution process, the district must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.
- (C) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's and Superintendent of Public Instruction's discretion in accordance with that provision of law and any regulations pertaining thereto.
- (D) The costs of the dispute resolution process, if needed, will be shared by the district and the State Board of Education.

Kings River-Hardwick Union Elementary School district agrees to work to accomplish all tasks necessary to fully implement this Charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education. If the State Board of Education and Superintendent of Public Instruction believe they have cause to revoke this charter, they agree to notify the Board of Trustees of the district and grant the district reasonable time to respond to the notice and take appropriate corrective action prior to the revocation of the charter petition. If such an action takes place, Kings River-Hardwick Union Elementary Charter School District will revert back to Kings River-Hardwick Union Elementary School District.

The Board of Trustees of Kings River-Hardwick Union Elementary District School agrees to review the annual fiscal and program audit and performance report as specified in Element IX consistent with the State Board of Education's adopted policies.

ELEMENT XV: Employee Representations

The charter District shall be deemed the exclusive public school employer of the employees of the charter for the purposes of the Educational Employment Relations Act. (EERA)

The charter District recognizes the Kings River-Hardwick Teachers' Association as the collective bargaining agency for all non-management certificated employees. It agrees

that any contracts and/or letters of understanding between the District and the Association in existence on the effective date of the Charter and subsequent Charter Renewals, and provisions of the California Education Code, and Government Code 3540 et Seq. ("The Rodda Act"), pertaining to employee rights will continue to be binding on both parties until ended or modified through future bargaining agreements.

For purposes of conducting collective bargaining, the charter District and its employee representative units will continue to comply with board policy and applicable state laws.

ELEMENT XVI: Closure Protocol

Should the Kings River-Hardwick Elementary School District determine the necessity of disbanding (closing) its Charter, the District will revert to its previous designation as a regular elementary school district, non-chartered status. Should that be necessary, the following procedures will be conducted:

1. The District Superintendent will be responsible to conduct activities to disband the charter.
2. The Superintendent will recommend disbanding the charter to the authorizing entity, the District Board of Trustees.
3. Following Board approval to disband, the Superintendent will notify the parents (guardians) of pupils attending at the time the school district disbands its charter. Students who live outside of the district boundaries who are in attendance at the time of the charter being withdrawn will be welcome to stay in the district through their eighth grade year. The students' districts of residence will also be notified as well as the Kings County Office of Education, the Kings County SELPA, the State Teacher's Retirement System, the Public Employees Retirement System, the Social Security Office and the California Department of Education with the following information:
 - a. The effective date of closure/disbanding
 - b. The Superintendent's name and contact information
 - c. The pupils' school districts of residence
 - d. The manner in which parent (guardians) may obtain copies of pupil records should they choose to leave KRH
 - e. All relevant pupil records, including assessment results, special education records, health records, etc. will be forwarded to the student's new school upon request
4. A list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence

Impact on the Charter Authorizer

As of June 30th 2014, the Kings River-Hardwick Union Elementary District will have operated as an all-charter district for three consecutive renewal periods. During that time, the district does not believe its charter status has resulted in any major workload to the charter authorizer (i.e., the State Superintendent of Public Instruction and State Board of Education, served by the staff of the California Department of Education.) The district foresees no increase in the authorizer's workload if the charter is renewed for an additional five-year period (i.e., to June 30, 2019).

A key way in which the district assists the authorizer is an annual self-review and evaluation conducted under the auspices of the Board of Trustees on or before the end of June each year. This process includes, but is not limited to: program content, student progress, management, budget, and future plans.
(Attachment H)

With the approval of the Board of Trustees, State Superintendent of Public Instruction, and State Board of Education, the charter will be renewed for a five-year period, from July 1, 2014, to June 30, 2019. The charter will be consistently operative during that time unless revoked by the State Superintendent of Public Instruction and the State Board of Education or rescinded by the Board of Trustees prior to the expiration of the Charter.

Charter Procedure for Change:

If changes to the approved charter are contemplated, the district will confer with the California Department of Education to determine if the proposed changes constitute material revisions. If the changes are material revisions, they must first be approved by a majority of the district's teachers and by the Board of Trustees. Upon such approval they must be submitted for approval by the State Superintendent of Public Instruction and the State Board of Education.

Updated for Renewal: 11/12/13
Revised and approved by the KRH Board 11/12/13