

SAN FRANCISCO FLEX ACADEMY

PETITION FOR CHARTER RENEWAL

Submitted To

THE BOARD OF EDUCATION OF THE
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Submitted By

FLEX SCHOOLS dba FLEX PUBLIC SCHOOLS
(A California Nonprofit Public Benefit Corporation)

On September 12, 2014

For a Charter Renewal Term of July 1, 2015 to June 30, 2020

Original Charter Unanimously Approved by the
California State Board of Education

On May 7, 2010

For An Initial Charter Term of July 1, 2010 to June 30, 2015

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SUPPLEMENTAL DOCUMENTS (FOR INFORMATION ONLY)

1. SF FLEX REPORT ON MEASURABLE PUPIL OUTCOMES
2. *EDUCATION WEEK* ARTICLE “ ‘HYBRID’ CHARTER SCHOOLS ON THE RISE”
3. INNOSIGHT REPORT “CLASSIFYING K-12 BLENDED LEARNING”
4. K12 COURSE LIST
5. K12 COURSE CATALOG
6. WASC ACCREDITATION OF SF FLEX
7. SELPA DOCUMENTATION OF SF FLEX SPECIAL EDUCATION COMPLIANCE
8. FLEX PUBLIC SCHOOLS’ ARTICLES OF INCORPORATION
9. FLEX PUBLIC SCHOOLS’ BYLAWS
10. FLEX PUBLIC SCHOOLS’ CONFLICT OF INTEREST POLICY
11. SF FLEX BUDGET, CASH FLOW, AND BUDGET NARRATIVE

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

The Charter Schools Act of 1992, codified as California Education Code Section 47600 *et seq.*, requires each charter school to have a “charter” that sets forth a reasonably comprehensive description of the sixteen (16) required elements of charter petitions. (California Education Code Section 47605.)

The California Legislature, in enacting the Charter Schools Act of 1992, sought 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:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- 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.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The following sections of this charter explain how San Francisco Flex Academy fulfills the requirements of Education Code Section 47605.

AFFIRMATIONS and ASSURANCES

As the authorized lead petitioner, I hereby certify that the information submitted in this petition for charter renewal of San Francisco Flex Academy (“Flex Academy,” “SF Flex,” or the “School”), a public charter school located within the boundaries of the San Francisco Unified School District (“SFUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the School will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

- The School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. It shall not charge tuition and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics).
- The School’s goals include enabling its students to become self-motivated, competent, and lifelong learners.
- The School shall admit all pupils within the State of California who wish to attend the School. Admission to the School shall not be determined by the place of residence of a pupil or his or her parent or guardian within the State except as provided by Education Code Section 47605(d) (2). If the School receives a greater number of students who wish to attend the School and who submit a timely application than capacity, each applicant will be given an equal opportunity for admission through a public random drawing process. Preference in the public random drawing will be given as required by Education Code Section 47605(d) (2) (B). In the event of a drawing, the chartering authority shall make reasonable efforts if requested to accommodate the growth of the charter school in accordance with Education Code Section 47605(d)(2)(C).
- The School shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The School shall offer at a minimum, the same number of minutes of instruction set forth in paragraph (1) of subdivision (a) of California Education Code Section 47612.5 for the appropriate grade levels.
- The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

- The School shall meet all statewide standards and conduct the pupil assessments required by California Education Code Sections 60605 and 60851 and any other statewide assessments required by law or applicable to students in non-charter public schools.
- The School shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
- The School will ensure that teachers hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by law, flexibility may be given to non-core, non-college preparatory teachers.
- The School will, at all times, maintain all necessary and appropriate insurance coverage.
- If a pupil is expelled or leaves the School without graduating or completing the school year for any reason, the School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
- The School shall, on a regular basis, consult with its parents and teachers regarding the School's educational programs.
- The School shall comply with any jurisdictional limitations to locations of its facilities.
- The School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The School shall comply with the Brown Act and Public Records Act.
- The School shall comply with the Family Educational Rights and Privacy Act.
- The School shall meet or exceed the legally required minimum number of school days per year.

Steve Henderson, Head of School
SF Flex Academy

Date

INTRODUCTION

The Board of Trustees of Flex Schools dba Flex Public Schools (“Flex Public Schools”), the governing board of San Francisco Flex Academy, is pleased to submit this charter school renewal petition in order to continue offering a new model of education, combining the best of online education with the best of a brick and mortar school. Hundreds of educators from around the world have visited SF Flex each year to see this cutting-edge model school. We look forward to continuing to help students receive the education they deserve.

The Flex Public Schools’ Board of Trustees, Management Team, Advisors, Supporters and Partners have extensive experience with charter schools, startup organizations, education (including school design, curriculum development, instructional strategies, assessment and staff development), business, law, facilities development, finance, technology, strategic planning, governmental relations, fundraising, public relations, organizational development, student leadership development, and community development. Below is a list of board members, advisors and supporters.

FLEX PUBLIC SCHOOLS BOARD OF TRUSTEES

Aden Bliss

Chief Financial Officer, Blue Shield of California Foundation and Board Member, Flex Public Schools

Aden Bliss is the chief financial officer of the Blue Shield of California Foundation. He is responsible for overseeing all aspects of the Foundation’s business and financial operations. He has extensive experience in the for-profit and nonprofit sectors, and has worked in the financial services, healthcare, and education sectors.

Before joining the Foundation, Mr. Bliss was chief financial officer at New Leaders, a national nonprofit organization that recruits, trains, and develops transformational school principals around the country. Prior to joining New Leaders, Mr. Bliss was the director of finance at WestEd, a large nonprofit research, development, and service organization. Earlier in his career, Mr. Bliss was an associate at Broadlane and an analyst at Banc of America Securities.

Mr. Bliss received his Bachelor of Science degree from Stanford University and Master of Business Administration from the University of Pennsylvania’s Wharton School of Business. A native of Eugene, Oregon, Mr. Bliss lives in San Francisco with his wife and daughter.

Carlota del Portillo, former Dean, Mission Campus, San Francisco City College; former Board President, SFUSD, and Board Member, Flex Public Schools

Dr. Portillo is a longtime community leader and advocate for the Latino community and low income students of the San Francisco Bay Area. She was dean and administrator at San Francisco City College for over 30 years. A former president of the San Francisco Unified School District Board of Education, she serves or has served on many boards and commissions, including the Library Commission, Golden Gate National Park Conservancy Board of Directors, Fire Commission, Civil Service Commission, Human Rights Commission, Catholic Charities, and Latino Educators for Today and Tomorrow, among others. Selected awards include the CRLA Jessie de la Cruz Award for Lifetime Achievement, the Riley Center Leadership Award, the Latino Democratic Club President's Medallion and the Centro Legal de la Raza Award.

**Andrew K. Gordon, Esq.,
Partner, Duane Morris and President of the Board, Flex Public Schools**

Mr. Gordon is a partner at Duane Morris LLP, one of country's leading law firms, with four offices in California and a total of over 700 lawyers throughout the country. Specializing in the areas of commercial and insurance litigation, environmental law and labor and employment law with a focus on complex multi-party trials, he has been one of the lead trial counsel in a number of significant complex insurance coverage matters in several western states and has been lead defense counsel in many other coverage cases which have resulted in favorable settlements prior to trial.

His commercial litigation experience includes director and officer liability, unfair competition claims, unfair lending practices, misappropriation of trade secrets, partnership disputes, obtaining and enforcing judgments against foreign entities, real estate nondisclosures and various other business torts. He counsels employers on employment issues and has litigated cases involving discrimination, disability and harassment issues, wrongful termination, trade secret violations, and wage and hour disputes.

Mr. Gordon has been listed in *Chambers USA: America's Leading Lawyers for Business* and has also been named as one of California's Super Lawyers through a peer review process. He earned his BA at Amherst College and a J.D. at the University of San Francisco School of Law. He has been a Board member of Big Brothers/Big Sisters of Marin; President of Mill Valley Tennis Club; President of Bear Creek Association; and a Board member of the Giants Community Fund. He is married and lives in the San Francisco Bay Area with his wife and two children who have attended local public schools.

Jaime Sanford Storey
Board Member, Flex Public Schools

Jaimie Sanford Storey is a native San Franciscan. She graduated from UC Santa Cruz with a degree in Russian Studies and spent several years with the Center for Citizen Initiatives, leading Americans on extensive travel missions to the former Soviet Union. Jamie coordinates a number of volunteer activities for her children's schools and is a founding member of Making it Home, an organization devoted to furnishing homes for previously homeless families. Jaimie and her husband Ted Storey live in the Richmond District of San Francisco with her three children. She is a devotee of tennis, reading and theater, especially the Berkeley Rep, and passionate about education and the well-being of the San Francisco Bay Area.

Catherine Walcott
Director of Strategic Initiatives at WestEd, and Board Member, Flex Public Schools

Catherine Walcott is WestEd's Director of Strategic Initiatives, and works with federal, state, and district policymakers to address educational challenges through evidence-based approaches. West Ed is a federally-funded regional think tank focused on education.

Walcott directs WestEd's Fast Response Applied R&D Unit, which focuses on getting evidence-based information and unbiased analyses about current education issues and trends to policymakers and practitioners served by the Regional Educational Laboratory West and nationally. As a result of Walcott's leadership, the regional lab has published dozens of studies that help inform regional policymakers about pressing educational issues such as district improvement, teacher demand, postsecondary access, and re-enrolling dropouts. The lab has also hosted numerous events to bridge research, practice, and policy on a host of topics in the western region.

She also serves as the agency liaison to the state of California, functioning as a key point of contact with the California State Board of Education, the California Department of Education, and other state agencies.

Prior to joining WestEd, Walcott was a Senior Policy Advisor for the U.S. Department of Education, where she developed legislative proposals and policy guidelines related to school reform, particularly standards and assessment issues. She provided leadership on issues such as policy guidance for state reform plans, guidance for the development of state assessment systems, and peer reviews of numerous types of state plans (e.g., plans for standards-based improvement, assessment systems, technology plans).

Walcott also serves as an advisor to the *No Child Left Behind Alert* newsletter and is a board member of Partners in School Innovation and the Russian Hill Preschool. She received a BA in psychology from Stanford University and an MA in public policy from Harvard University.

The Bylaws of Flex Public Schools also provides for one or two parent board members for annual terms. Two of the recent parent board members include the following members:

Kathlyn Greubel
Parent Board Member, Flex Public Schools

Kathlyn Greubel is the mother of two children and lives in Morgan Hill with her husband Scott. She was born and raised in Portland, Oregon, where she graduated from Western Business College, until relocating to Morgan Hill, California in early 2005. After a career in corporate finance and accounting she retired when her second child was born. Having a passion for education and helping those who need it most has led to her participation in various initiatives such as the English Language Master Plan for the Morgan Hill Unified School District. In the past her many volunteer activities have included volunteering at Silicon Valley Flex Academy on the PTO and in the student learning labs, secretary and treasurer of the Jackson Home and School Club, Jackson Elementary School Site Council Chair and participation in the Turning Wheels for Kids charity. Kathlyn is dedicated to serving underprivileged youth and driving excellence in education.

Lisa Gwyn-Laigo
Parent Board Member, Flex Public Schools

Lisa Gwyn-Laigo has dedicated both her personal and professional life to the education of young people. Ms. Gwyn-Laigo is currently working with the School Improvement Program with the Hayward Unified School District. She works with site leadership and district administrators to manage federal and state school improvement funds aimed at increasing student academic achievement along with formulating strategic plans for improving students' academics.

Born and raised in San Francisco, Ms. Gwyn-Laigo attended Convent of the Sacred Heart high school and went on to earn her BA in Humanities from New College of California and her Master's in Education from Concordia University. She has four daughters. Her oldest is in a dual degree program at University of San Francisco.

For the past six years Ms. Gwyn-Laigo has served on the Board of Directors of Alternatives in Action (AIA) reflecting her commitment to educational equity. Alternatives in Action is a non-profit organization that, through adult youth partnerships, prepares underserved and disengaged youth in the East Bay for career, community and college. One way that AIA achieves this is through a charter high school. Ms. Gwyn-Laigo also serves on the high school governing board. While on the governing board, she has worked with school administration on two charter renewals, WASC accreditation and a facilities move.

Ms. Gwyn-Laigo was introduced to K12 when she chose K12's California Virtual Academies' online curriculum to homeschool her three younger children. This four year experience gave her a greater sense and passion for educational excellence through personally participating as a parent in the education of her children.

ADVISORS, SUPPORTERS AND PARTNERS

The following individuals have been advising the School since its inception.

Mark Kushner Founder, Flex Public Schools

Mark is one of the country's leading charter experts as a charter school founder, former commissioner of the State Board of Education's Advisory Commission on Charter Schools, and instructor on charter schools at Stanford University.

In 1995, he founded and led Leadership High School in San Francisco, one of the pioneering charter high schools dedicated to equity and excellence. In 2001, Mark next founded, and led as CEO, Leadership Public Schools ("LPS"), a prominent charter management organization dedicated to serving low-income students in California. After leaving his position as CEO, Mark served on LPS's board for 11 years. LPS operates schools in Richmond, Oakland, Hayward and San Jose. From 2008 to 2014, Mark served as Vice President, Blended Learning for K12 Inc. In 2014, he joined the education company, Pansophic Learning, as Head of North American School Development.

A former high school English teacher, coach, principal, and attorney, he founded and served as chair of the California Advisory Commission on Charter Schools from 2001 to 2011, which advises the California State Board of Education on all charter matters. Since 2006, he has also taught a course on Innovation and Charter Schools at Stanford University's Graduate School of Business and Graduate School of Education. Selected education honors include the Harvard Club of San Francisco's Secondary School Educator of the Year, and the Hart Vision Award for School Site Administrator, the highest award given to charter school educators in California.

Finally, Mark served as a trustee of San Francisco University High School for 13 years, and is a current trustee at the Town School for Boys. Mr. Kushner earned a B.A. from Wesleyan University, and completed graduate work in literature, law and educational administration at The Centre for Medieval and Renaissance Studies, Oxford, University of San Francisco (J.D.), and Harvard University (Ed.M.). He is married to Dr. Mimi Winsberg and has two children.

Eric Premack
Director, Charter Schools Development Center

Eric Premack is widely regarded as the country's premier charter school expert, particularly known for his expertise in education, finance, management, and labor relations issues and his in-depth grasp of the practical details of charter school operation and charter school legislation.

Prior to founding and being the Director of the Charter Schools Development Center (CSDC), Premack has been involved with the development of the charter school concept since its inception in his native Minnesota in the 1980s. He is a frequent speaker at state and national education conferences and charter school groups, advises state and national-level policymakers, provides extensive consulting services to charter school developers and grantors, and served as staff to the U.S. Department of Education-sponsored National Study of Charter Schools. Premack served on the California State Superintendent's Charter School Advisory Committee, was an Advisor to the board of the California Network of Educational Charters (CANEC), and serves on the board of the East Bay Conservation Corps and St. Hope Corporation, both of which operate charter schools in northern California. He was awarded the Hart Vision Award for outstanding service to the charter school movement in California by CANEC.

Prior to joining CSDC, Premack was the Associate Director of Fiscal and Management Services with School Services of California, Inc. where he provided fiscal, labor relations, and management consulting services for dozens of California school districts and county offices of education. Previously, he was a K-12 education policy and finance analyst with California's non-partisan Office of the Legislative Analyst where he advised the Legislature on major K-12 education fiscal issues. He is a graduate of both the College and the Harris Graduate School of Public Policy (MA with a concentration in education policy) of the University of Chicago.

Paul Minney, Esq.
Partner, Young, Minney & Corr, LLP

The School receives legal services from Young, Minney & Corr, LLP ("YM&C"). YM&C dedicates their practice exclusively to charter school law. The firm's attorneys provide legal counsel to over 500 charter schools as well as businesses and organizations providing support services to charter schools within the state. The School's lead counsel, Paul Minney, has been involved in the charter school development process since the adoption of the Charter Schools Act in 1992. Lisa Corr is a special education charter expert, among other things.

Sean St. Denny
Leadership High School Founding Class Member and Graduate, 2001
SF Flex Staff Member Since Its Inception

Sean St. Denny was born and raised in San Francisco where he enrolled in 1997 as a freshman in the inaugural class of Leadership High School. He was drawn to the school by its fresh approach to education, its beautiful downtown location, and by his pioneering spirit. He was an active member of the Leadership community as a co-founder of multiple clubs, a student teacher, tutor, and a captain of the soccer team. After graduating from Leadership he went on to attend Johns Hopkins University where he studied Biomedical Engineering. He currently runs a family business in San Francisco.

K12 INC.
A CURRICULUM AND EDUCATION SERVICES PROVIDER AND PARTNER

Though Flex Public Schools may consider the services of other providers in the future, the School has used the contracted support of K12 Inc. since its inception. K12 is the country's leading and largest provider of curriculum and school administrative services for charter schools and district programs. Founded in 2000, K12 has provided over 2 million courses - core subjects, AP®, world languages, credit recovery, and electives - to more than 200,000 students worldwide. In the 2013-2014 school year, K12 served 125,000 full-time students in public schools they managed in two-thirds of the states and the District of Columbia, which equates to more than one million online semester courses. They serve an increasingly diverse population of students which requires K12 to adapt and innovate to meet student needs.

Having K12 as a contracted provider enables the School and its students to have greatly increased course offerings, significant differentiation to meet the needs of different kinds of learners, powerful assessment data, and a state of the art learning management system to monitor student data and improve student performance

To better appreciate K12's capacity and expertise, a list of Educational Advisory Committee members follows:

- Dr. Andy Porter, Retired Dean of Graduate School of Education, University of Pennsylvania
- Dr. Elanna Yalow, CEO, Knowledge Universe Early Learning Programs
- Beverly Hutton, Director of Professional Development, National Association of Secondary School Principals (NASSP)
- Dr. Mary Futrell, Professor and former Dean of Education, George Washington University, former President of the National Education Association (NEA), and current K12 Board Member

- Dave Driscoll, Former Commissioner of Education, Commonwealth of Massachusetts
- Craig Barrett, Former CEO and Chairman of the Board, Intel Corporation
- Ann Foster, Consultant and Former SVP of Strategy and Business Development/SVP Harcourt Connected Learning at Harcourt Education Group
- Millie Fornell, Former Chief of Staff, Miami-Dade County Public Schools
- Jessie Woolley Wilson, CEO, DreamBox Learning

Note: The professional affiliations of K12 Advisory Committee members are shown to identify the individuals, and do not necessarily imply the support of their organization.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The following shall serve as documentation confirming that SF Flex exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Supplemental Document 1 SF Flex Report on Measurable Pupil Outcomes)

- SF Flex has attained its API growth target in the prior year, meeting the requirement of Education Code Section 47607(b)(1).
- SF Flex has achieved a statewide API rank of 4 in the prior year, meeting the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Over the prior charter term, SF Flex had the following API scores:

2010-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2013-2014 and 2014-2015	State-mandated testing suspended in 2013-14; API data not calculated or reported (see Note below). 3-Year Average API: 668 (non-weighted); 672 (weighted) 2013 Statewide Rank: 4* 2013 Similar Schools Rank: --				
2012-2013	1	1	733	8 (+86)	Yes
2011-2012	2*	--	647	8 (+3)	No
2010-2011	Base Year		644	B (B)	N/A
<p>“(*)” means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.</p> <p>“N/A” means a number is not applicable or not available due to missing data.</p> <p>“B” means the school did not have a valid 2010 Base API and will not have any growth or target information.</p> <p>(Source: CDE DataQuest, accessed August 18, 2014.)</p>					

Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all

groups of pupils school wide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, *Status of the Academic Performance Index and 3-Year Average*, May 2014, available at: <http://www.cde.ca.gov/ta/ac/ap/>.)

Analysis of Charter Renewal Criteria

SF Flex met its API growth score in the prior year by growing an impressive 86 points to an API score of 733 in 2013. Moreover, in the prior year, SF Flex had a statewide API rank of 4. Since commencing operation in 2010, SF Flex has had no numerically significant student subgroups as defined in Education Code Section 52052(a)(3); thus the student subgroup data analysis contemplated by the charter renewal criteria and Education Code Section 47607(a)(3) do not apply here.

Therefore, SF Flex has met the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

I. EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the 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. If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public schools and the eligibility of courses to meet college entrance requirements.”

- California Education Code Section 47605(b)(5)(A)(i)

“A description, for the charter school, of annual goals, 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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

- California Education Code Section 47605(b)(5)(A)(ii)

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

- California Education Code Section 47605(b)(5)(A)(iii)

MISSION STATEMENT

The mission of the Flex Academy is to create an outstanding school where each child’s full potential is developed with engaging, individualized online learning, and to help school districts and others replicate this innovative educational model.

A NEW MODEL OF EDUCATION

The School represents a new model of “blended” instruction, combining the best attributes of online education (e.g., increased offerings, significant differentiation and support, frequent formative assessments, etc.) with the best attributes of traditional brick and mortar schools (e.g., community, collaboration, academic and social support, clubs,

sports and activities) (see, “Hybrid Charter Schools on the Rise”, Supplemental Document 2).

This innovative school model utilizes data from ongoing assessments to individualize instruction for each student and is now nationally referred to as the “Flex Model” (see, “Classification of Blended Learning” by Michael Horn and Heather Staker, included as Supplemental Document #3). In fact, Michael Horn, co-author of “Disrupting Class,” stated at the Stanford Business School last year that this Flex Model is *disruptive* of the traditional classroom in a way that most current blended schools are *not*. He believes some form of the Flex model may become the most prevalent form of schooling in the future.

Flex Academy’s digital platform, high quality curriculum, and established summative, formative, and adaptive assessments enable (1) individualized instruction for all students, and (2) unprecedented flexibility for teachers to provide one-on-one targeted interventions, small group instruction and other research-based strategies according to individual student needs. In addition, (3) its integration of technological learning at all levels frees up teacher time for key student needs and instruction, while (4) students remain far more engaged in and in command of their own learning process.

The School is a site-based program where teachers are onsite and students are required to be present five days a week. The School meets or exceeds the annual minimum number of instructional days required of charter schools and meets or exceeds the annual minimum number of instructional minutes required for grades six through twelve (6-12). As explained in more detail below, the School is not a distance learning or virtual school; it is a brick and mortar school utilizing computer-assisted instruction where students are required to be in attendance at the school site for more than 80% of their instructional minutes; thus the school is not a “non-classroom based school” pursuant to Education Code Section 47612.5 and a “non-classroom based” Funding Determination is not required.

STUDENTS TO BE SERVED

The School is designed to serve students in grades 6-12. Due to facilities’ limitations during its first charter term, the School was only able to serve grades 9-12. If there is sufficient room and student demand at the new School site, or other potential site in the next charter term, the School will add the middle school grades.

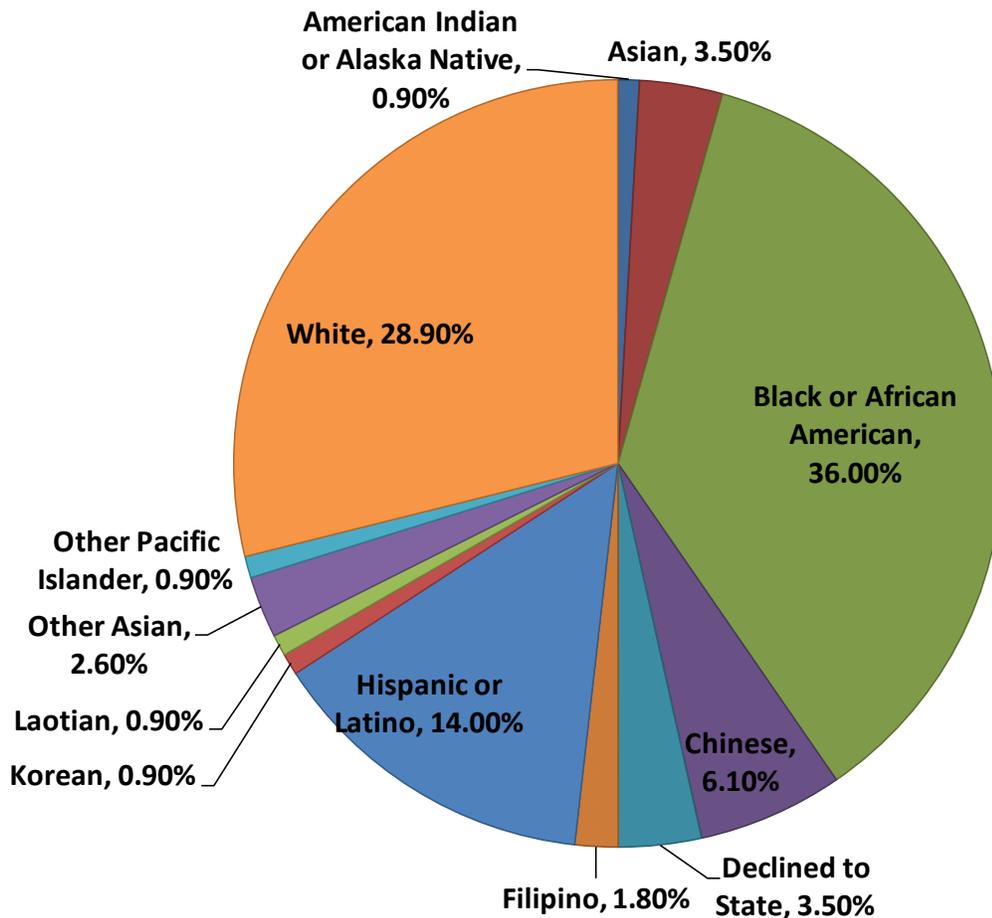
SF Flex is still enrolling students for the 2014-2015 school year at the time of the submission of this charter renewal petition. Based on our projected enrollment of 100 grades 9-12 students for the current school year and our past enrollment experience, our enrollment growth plan for grades 9-12 for the next 5 years is:

San Francisco Flex Academy Appeal Renewal Petition

Year 1	Year 2	Year 3	Year 4	Year 5
FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
110	127	145	160	176

The projected budget, cash flow and budget narrative in Supplemental Document 11 are based on this conservative enrollment growth plan.

The School aims to serve students whose demographics match the incredible diversity of San Francisco including, but not limited to, ethnic, racial, socioeconomic and other diversity. To date, the demographics of students currently enrolled for the 2014-2015 school year clearly demonstrate that diversity as represented below:



Within a spectrum of diversity, the School aims to serve students who can benefit most from self-paced, individualized instruction. Examples include: children who are identified as gifted, behind in credits, are bored, want more challenge, want more electives, want more technology, or want to be pioneers with a new model of education.

The School's educational model is particularly designed to meet the needs of this new generation of students, the "millennial generation" (born between the years of 1976-2000), who have come of age along with the Internet.

Nationally, this generation represents 36% of the total U.S. population and is the largest generation at this time. As a general rule, they use the computer and Internet more than any other age group (90% of children between the ages of 5 and 17 use computers), and they often define community as a digital place of common interest and learning, not just a shared physical space. The School leverages rather than resists these preferences while educating the whole child and closing the academic and digital achievement gaps.

OVERVIEW OF SCHOOL DESIGN AND IMPLEMENTATION

The School – a hybrid model of "blended" instruction – represents innovation in public school education in many ways. Note, however, that this school is a five day a week onsite school that uses the latest in digital resources; it is NOT a non-classroom based school as defined by California Education Code and regulations.

The School includes all of the features of a successful, traditional, brick and mortar public school – strong curriculum, skilled teachers, involved families, high accountability – but uses powerfully innovative technology to create a flexible program that meets the needs of many students. In this model, instruction is delivered with state-of-the-art interactive technology, including online lessons, high-tech interactive whiteboards, and synchronous and asynchronous learning. Offline, hands-on books and instructional materials are also used.

The K12 curriculum currently being used is aligned to the California content standards and the Common Core State Standards. The independent Flex board is currently satisfied with K12 Inc., but reserves the right to change providers at its own discretion and subject to contractual commitments. The Board will notify the authorizer if there is a change, but such change is not to be considered a material change of the charter.

The School's students, teachers and parents or guardians currently use the Online School (OLS) learning management system developed by K12, an innovative and powerful web-based software platform which hosts the School's curriculum for onsite and offsite use. Currently, the learning management system includes more than 22,000 interactive, engaging, and comprehensive lessons in multimedia and text format covering the core subjects (Math, English, History, and Science) as well as Art, Music, and five foreign language courses (including French, German, Latin, Chinese and Spanish), a full array of AP courses (e.g., AP Calculus, AP English Language and Composition, AP Chemistry, AP US History, AP French, AP Spanish, and other AP courses), psychology, economics, and many technology electives (e.g., video game design, Engineering Design/CAD, etc.) for high school students. A course list and course catalog are attached in Supplemental Document 4 and Supplemental Document 5.

Students at the school-site use the OLS to access their individualized learning program, which is set at their academic level and allows them to progress at their own pace and in their own learning style. Onsite and credentialed teachers use the data from the K12 assessments and other assessments to personalize instruction for each of the students.

Other resources on the OLS include lesson, unit and semester assessments; planning tools for teachers, students, and Academic Coaches; a teacher tool to track student mastery and time-on-task; progress tools; hands-on activities; ideas for alternative learning approaches; and optional and supplemental lessons and activities.

EDUCATIONAL PHILOSOPHY

An educated person in the 21st century is one who not only has a solid understanding of and facility with fundamental concepts from the core academic subjects, but also has the ability to think critically about the issues we face as part of a global community in the age of information and technology. The School equips its students to be well-educated 21st century citizens.

The School believes that given a comprehensive and mastery-based curriculum, high expectations, access to technology (computer and Internet), strong instructional support, a significant amount of offline work, guidance from experienced teachers, and a strong commitment from parents (or other caring adults), a well-conceived, blended site-based online education program boosts student achievement, serves the unique needs of students and families, and offers a new model for effective public education in the 21st century.

The School increases the educational options for all students by providing them with a comprehensive California Content- and Common Core State Standards-based curriculum using state-of-the-art online and hands-on instructional materials to provide a high-quality, innovative, and effective individualized public school education. Given the autonomy to create and sustain this innovative learning environment, the School is accountable for high student performance, and exemplary administrative management and compliance.

WHAT IT MEANS TO BE EDUCATED PERSON IN THE 21ST CENTURY

We believe being an educated person in the 21st Century means:

- Enabling all students to become self-motivated, competent and lifelong learners.
- Understanding and appreciating the central ideas, methodologies and conceptual parameters of intellectual and aesthetic disciplines, including those represented in the California content standards and Common Core State Standards.

- Being technologically literate, and knowing how to use technology to learn effectively and appropriately.
- Communicating clearly and effectively using a variety of techniques.
- Engaging in intellectual exploration and discovery, persevering when confronted with complexity and ambiguity, and demonstrating intellectual and emotional character, resilience and creative problem solving abilities.

HOW LEARNING BEST OCCURS

Every child possesses a wide range of learning skills. The School believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design and self-paced instruction that promotes learning in a challenging and exciting way.

More broadly, we believe that students learn best when:

The Climate...

- Is organized around student learning
- Is safe
- Reflects clear expectations of behavior
- Nourishes flexible, diverse and adaptive learning communities

The Students...

- Take an active role through inquiry, analysis, and problem solving
- Connect new information to existing knowledge
- Apply knowledge
- Reflect on their learning
- Employ a repertoire of thinking and reasoning strategies

The Tasks Are...

- Challenging
- Developmentally appropriate
- Interesting
- Relevant
- Varied

The School is specifically designed with K12's curriculum to support these attributes.

TEACHING METHODOLOGY

To further support optimal student learning, the School employs a team-teaching approach with certificated teachers and Academic Coaches (and, when interested, parents or other responsible adults) involved in the instructional process. Academic Coaches guide students through the instructional program on a daily basis and help ensure that students are learning.

Our approach to education assumes that students learn best when information is presented through a variety of learning styles. Thus, each lesson contains content that is presented through the following modalities: visual, auditory and kinesthetic. In addition, teachers are available to assist students with supplementary materials or recommended approaches should the student have difficulty understanding the content of a lesson. Teachers also provide direct instruction in all subject areas indicated as needed by their own assessments, embedded assessments or other performance assessments. The presence of online lessons and embedded unit assessments ensures that teachers are able to quickly identify and assist students who are having academic difficulties.

Our overall school design, including our use of professional learning communities, differentiated instruction and extensive use of assessment data for interventions and support is informed and guided by extensive research, including, among others:

Professional Learning Communities:

Dufour and Dufour, *Learning by Doing: A Handbook for Professional Communities at Work* (2010)

Differentiated Instruction:

- Tomlinson, *The Differentiated School: Making Revolutionary Changes in Teaching and Learning* (2008)

Using Data to Improve Learning:

- Murnane, Boudett, and City, *Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Using Assessment Results to Improve Teaching* (2013)
- James-Ward, Fisher, Frey and Lapp, *Using Data to Focus Instructional Improvement* (2013)

Blended Learning:

- Christensen, Johnson and Horn, *Disrupting Class, Expanded Edition: How Disruptive Innovation Will Change the Way the World Learns* (2010)
- U.S. Department of Education *Evaluation of Evidence-Based Practices in Online Learning: a Meta-Analysis and Review of 51 Online Learning Studies*, Washington, D.C. (2009)
("Blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches (U.S. Department of Education, 2009, p. xvii).

- Barbour, M. K., & Mulcahy, D. (2006). *An inquiry into retention and achievement differences in campus based and web based AP courses*. *Rural Educator*, 27(3), 8-12.
- Cavanaugh, C., Gillan, K., Bosnick, J., & Hess, M. (2008). *Effectiveness of online Algebra learning: Implications for teacher preparation*. *Journal of Educational Computing Research*, 38(1) 67-95.
- National Survey of Student Engagement. (2008). *Promoting Engagement For All Students: The Imperative To Look Within*. Bloomington, IN: Indiana University, Center for Postsecondary Research. www.nsse.iub.edu/
- West Ed with Advance Research. (2008). *Evaluating Online Learning: Challenges and Strategies for Success*. Innovations in Education. U.S. Department of Education.

Relationships with Students:

Bowen, Our Kids: Building Relationships in the Classroom (2008)

HIGH EXPECTATIONS

High academic expectations are reflected in the School's choice of K12 Inc. as its contracted curriculum provider and partner, widely known as providing the finest and most rigorous K-12th grade curriculum available, our adoption of the state standards, demanding graduation requirements, thoughtful, challenging and engaging curricula, and effective, student-centered instructional strategies.

Academic Standards

The School adopts the California state content standards, which includes the Common Core State Standards, as our curriculum framework for all our students. K12 has documented how their courses are aligned to the California Content Standards including the Common Core State Standards (CCSS). The K12 Product Development group has a direct historical connection to the work of the Core Knowledge Foundation. This longstanding connection has positioned K12 core Math and English Language Arts curriculum to be aligned to the Common Core standards. K12 is committed to a world-class education for students, and welcomes the Common Core standards, in addition to the Next Generation Science Standards and the other California content standards, as a measure of its success. Curriculum alignments are available upon request.

All of the School's students must participate in our college preparatory program; no non-college bound track exists.

Graduation Requirements

All of the School's graduates are expected to meet the School's graduation requirements, although some may take additional time to meet them, and others, such

as English Learners and students with disabilities, may require additional support, accommodations and/or modifications, as discussed below.

The School's current graduation requirements, which are subject to change, are the courses currently listed in the University of California "a-g" admissions course sequence.

Year-Long Courses Required to Graduate From Flex Academy

English	4 years
Mathematics	3 years
History/Social Science	2 years
Laboratory Science	2 years
Language other than English	2 years
Visual and Performing Arts	1 year
Elective	1 year

Students may fulfill course requirements through coursework at the School or at a local community college.

Students with an Individual Education Plan ("IEP") may, at the designation of the IEP team, pursue a Certificate of Completion in lieu of a high school diploma.

With respect to the School's online courses, K12 Inc. is an approved University of California online course provider. Students from SF Flex Academy have been admitted into the University of California and other prestigious schools nationally.

Note: This list of graduation requirements should not be confused with course offerings. The School offers more courses than those required for graduation. In addition, the Flex Public Schools Board of Trustees may decide, from time to time, to modify the graduation requirements. For example, the Board may require students to demonstrate their performance through portfolios and exhibitions. Any such changes are not a material change of the charter.

California High School Exit Exam

All graduates of the School will pass the California High School Exit Exam (CAHSEE) pursuant to state requirements.

State Standardized Testing

Students will participate in the new California Assessment of Student Performance and Progress (CAASPP) state standardized assessment program in a legally compliant setting.

WASC Accreditation

SF Flex Academy is fully WASC Accredited (see Supplemental Document 6 for further documentation).

CURRICULUM AND LEARNING MANAGEMENT SYSTEM

The School uses the K12 curriculum and learning management system for delivery of its educational program. The K12 curriculum is a standards- and research-based, content-rich curriculum that meets or exceeds the California state content standards, including the Common Core State Standards.

The rigorous K12 curriculum, subject to updating and revision as necessary, is a combination of:

1. The K12 proprietary middle school and high school curriculum.
2. High school curriculum chosen from select third party providers utilizing an extensive review and rating process.
3. Middlebury Interactive (formerly PowerSpeak) high school and middle school world language courses (French, German, Latin, Chinese and Spanish), among other sources.

All materials and technology are provided to fully enrolled students at no cost to the student or family. Lessons are presented in an engaging mix of print and multimedia to enhance the learning experience and address different learning styles. All learning is self-paced.

Students are instructed by appropriately certificated onsite and virtual teachers who assist students to achieve mastery of learning objectives, providing guidance, instruction, and support to students and Academic Coaches via *onsite* classroom sessions, telephone, the Online School, email, and synchronous web-conferencing sessions as needed, which allow for real-time instruction and assessment for individual or small groups of students.

In addition to onsite teacher interaction, tutoring, support, discussions and classes, the School's students from time to time attend live and virtual classroom sessions on Blackboard Collaborate or a comparable web conferencing platform, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students at the School and globally.

As indicated in more detail below, the School will continue to serve English Learners ("EL") students and their families. Depending on the needs and numbers of enrolled EL students, those services would be provided by an EL teacher or by a general education teacher with EL certifications recruited and hired by the School to serve these students.

In addition, all of the School's general education teachers have and will continue to receive training in teaching and providing modifications to EL students.

Student achievement gains are continuously measured and reported to students, parents, teachers, administrators, and the Flex Public Schools Board of Trustees throughout the school year.

Diagnostic tests (e.g., Scantron Performance Series or a comparable alternate) at the beginning of the year determine students' current level of competence and correct placement in the math and English Language Arts curricula. The Performance Series computer adaptive testing is aligned to state content standards. The scaled score will identify those students not performing at grade level and will provide information on subject area deficit. In addition, students take lesson, unit, and semester assessments built into the program and accessible from the online as well as in paper form. The Scantron Performance Series (or a comparable alternate) is given again in the spring in order to ensure that all students are achieving one year's growth in one school year as measured by the assessment.

Each semester, students receive a mid-term report and an end of semester report card. Parent-teacher conferences are scheduled at least twice each year.

Curriculum

The K12 curriculum used by the School is mastery-based, covers all the core and elective area courses offered by the school, and meets the Common Core State Standards and California state content standards in all subject areas. Each course includes online lessons, worksheets, and teacher guides that can be downloaded, as well as traditional materials such as books, CDs, and manipulatives.

If a lesson is not mastered, students have the opportunity to retake the lesson until mastery is obtained.

Although the School is a blended school, that is, a site-based school with both face-to-face and online instruction, the School remains committed to the philosophy that students learn best when a variety of teaching methods are employed. Thus, student lessons require both online and offline work. The rest of the time is spent offline in extended study, guided practice with teachers and Academic Coaches, and hands-on activities and experiments.

Curriculum Materials

Each student enrolled in the School receives a complete set of K12 curriculum online and offline materials for at least five subjects per semester including, but not limited to, Math, English, History, Science, World Language, and Art, Music or Technology electives. Curriculum materials include either a semester or a year's worth of online lessons via the Online School as well as offline materials. Examples of offline materials

include textbooks, workbooks, math manipulatives, science lab materials and musical instruments.

Technology Service

The School provides the following three levels of technology support for students:

Level 1: Teachers provide basic technical support and troubleshooting for both the computer systems and software. In addition, teachers are responsible for providing additional technical training to students throughout the school year as needed.

Level 2: K12 Technology Support Desk provides technical support for K12 curriculum materials, the Online School and more advanced technical support for desktop, ISP and software issues.

Level 3: Onsite administrators may provide additional hands-on assistance.

Calendar and Attendance

The School's academic calendar has generally followed the academic calendar of the local District. In accordance with Title 5, California Code of Regulations, Section 11960, the school year will contain at least 175 instructional days. Attendance will be required onsite more than 80% of the required instructional minutes. Nothing in this Charter shall preclude the School from offering multiple shifts of students as long as the required minimum number of annual days and instructional minutes are met as applicable to the School.

Bell Schedule and Instructional Minutes

Subject to change, the School offers an extended school day from approximately 8:00 a.m. to 5:00 p.m. The number of annual instructional minutes offered for all grades meets or exceeds the minimum requirements in Education Code Section 47612.5(a)(1).

SF FLEX ANNUAL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the SF Flex's annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan ("LCAP")

The School will produce a Local Control Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the School shall update the LCAP, including the goals and annual actions identified below. The Charter

School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the School has separated out the state priorities into “subpriorities.”

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	Attract, develop, and retain a high quality staff.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Create a high quality work environment and professional culture. • Invest in Professional Development of teachers, leaders, and school staff to enable the delivery of complex blended instruction based on Common Core State Standards (CCSS). • Develop and implement a teacher observation, coaching, and evaluation system that includes a performance based pay metric.

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	Implement high quality and rigorous blended learning curriculum that is CCSS aligned.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Assess the quality and CCSS alignment of SF Flex blended learning curriculum.

SUBPRIORITY C – FACILITIES

GOAL TO ACHIEVE SUBPRIORITY	Secure and maintain an affordable facility, with a lease that is for the longest term possible, to ensure the successful operation and future stability of the school.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Work collaboratively with SFUSD to secure a long-term stable Proposition 39 agreement for the Gloria R Davis facility or other

	<p>similar SFUSD facility.</p> <ul style="list-style-type: none"> • Explore other long-term options.
<p>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i></p>	
<p align="center">SUBPRIORITY A – CCSS IMPLEMENTATION</p>	
GOAL TO ACHIEVE SUBPRIORITY	Implement Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Provide teachers and site administrators professional development on CCSS standards (English Language Arts, target language arts, Math, and Science) • Implement Interim Assessments aligned to CCSS
<p align="center">SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE</p>	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Implement pre/post and interim assessments of SF Flex EL students' Academic Content Knowledge. • Track and report EL student progress in acquiring Academic Content Knowledge
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Identify research based Academic Content Knowledge assessment for EL students. • Develop and assessment schedule and plan for instruction. • Provide teachers and leaders professional development to consistently and effectively implement instruction to improve Academic Content Knowledge.
<p align="center">SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY</p>	
GOAL TO ACHIEVE SUBPRIORITY	Improve the reclassification rate of SF Flex EL Students to fluent English speakers.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Provide teachers and leaders professional development to consistently and effectively implement new ELD standards. • Provide English Learners differentiated instruction based on their EL typology (e.g., more dedicated ELD for Newcomer ELs, specialized ELD for Long-Term ELs).
<p>STATE PRIORITY #3— PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i></p>	
<p align="center">SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</p>	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Develop the SF Flex Advisory model to foster the culture of Advisors as the focal point of family-school communication. • Build capability to communicate with families through the

	school web site, social media, email, text messages and other forms of communication.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop school structure and systems to support the Advisory Model. • Require Advisors to initiate a minimum number of contacts with family, the number of which shall be determined from year to year. • Improve school systems to manage effective and on-going communication with families through the web, email, mobile devices. • Survey families to assess the efficacy of school-family communication.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Provides at least three family-centered workshops or events each year.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Work in partnership with the PTSA and other organizations to create workshops or events that would be of interest to families.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <i>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> <i>B. The Academic Performance Index (API)</i> <i>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> <i>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> <i>E. EL reclassification rate</i> <i>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> <i>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i> 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Establish benchmark scores for Smarter Balanced and other CAASPP related assessments and improve on the initial benchmark scores in subsequent years.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop a system to successfully implement Smarter Balanced and other CAASPP related assessments.

	<ul style="list-style-type: none"> • Implement interim assessments aligned to Smarter Balanced. • Track outcomes for all pupils and for EL, low income and Foster Youth. • Implement programs or professional development of staff that increases the performance of all pupils. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth. • Implement programs or professional development of staff that increases the performance of pupils who are below grade level in mathematics and reading.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Meet or exceed the average achievement for similar schools as defined by geography, size, and other metrics.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement programs or professional development of staff that increases the performance of all pupils. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth. • Implement programs or professional development of staff that increases the performance of pupils who are below grade level in mathematics and reading.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • 80% of students will complete courses that satisfy UC/CSU entrance requirements, or career technical education.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Offer courses that are aligned with UC A-G requirements. • Counsel students and families toward the successful completion of A-G sequence. • Track student progress toward completing the A-G Sequence.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	Improve EL Proficiency rates.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Provide teachers and leaders professional development to consistently and effectively implement new ELD standards. • Provide English Learners differentiated instruction based on their EL typology (e.g., more dedicated ELD for Newcomer ELs, specialized ELD for Long-Term ELs).

SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Improve EL Reclassification rates.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Provide teachers and leaders professional development to consistently and effectively implement new ELD standards. • Provide English Learners differentiated instruction based on their EL typology (e.g., more dedicated ELD for Newcomer ELs, specialized ELD for Long-Term ELs).
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Improve the percentage of pupils who pass the AP Exam with a 3 or higher.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop a system and sequence of curriculum to prepare students for AP work. • Provide professional development for AP teachers.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Improve the percentage of pupils who participate in and demonstrate college preparedness as measured by the Early Assessment Program
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop a system to ensure most students participate in the EAP. • Track and improve EAP passing rates.
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<i>A. School attendance rates</i>	
<i>B. Chronic absenteeism rates</i>	
<i>C. Middle school dropout rates (EC §52052.1(a)(3))</i>	
<i>D. High school dropout rates</i>	
<i>E. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Meet or Exceed 90% attendance rate.
ACTIONS TO ACHIEVE GOAL	Implement systems to improve attendance.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce student absenteeism rate.

ACTIONS TO ACHIEVE GOAL	Implement systems to reduce student absenteeism.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Not Applicable
ACTIONS TO ACHIEVE GOAL	Not Applicable
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce high school drop out rate to 10% or less.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement systems to reduce the rate of students dropping out of high school.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Improve the high school graduation rate to 90% or higher.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement systems to improve the high school graduation rate.
<p><u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></p>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce Pupil Suspension rate to below 5%.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop systems to reduce suspension rates for all pupils. • Track suspension rates for EL, low income, and foster youth pupils.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce Pupil Expulsion rate to below 2%.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop systems to reduce expulsion rates for all pupils. • Track expulsion rates for EL, low income, and foster youth pupils.

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Implement a positive behavior support system linked to SF Flex Core Values and Code of Conduct.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop a system to track behavior and award consequences and positive supports. • Measure student behavior and school climate through the Code of Conduct tracker and other surveys of student attitudes toward the school and school climate.
<p><u>STATE PRIORITY #7— COURSE ACCESS</u></p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Using Blended Learning resources or in partnerships with organizations specializing in Blended Learning resources and curriculum, offer a broad course of study that meets UC A-G requirements. • Provide access to the course of study for all pupils and for EL, Low Income and Foster Youth.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Assess the course of study through independent evaluators like UC A-G Subject Requirements or other associations and organizations. • Track access the course of study for EL, Low Income and Foster Youth.
<p><u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u></p> <p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Increase pass rates, overall course averages and standardized assessment measures including Smarter Balanced and other CAASPP related assessments, CHSEE, and the EAP, to closely match or exceed outcomes of similar schools.

<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • Implement programs or professional development of staff that increases the performance of all pupils. • Implement interim assessments aligned to Smarter Balanced. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth. • Implement programs or professional development of staff that increases the performance of pupils who are below grade level in mathematics and reading.
<p align="center">SUBPRIORITY B – MATHEMATICS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Increase pass rates, overall course averages and standardized assessment measures including Smarter Balanced and other CAASPP related assessments, CHSEE, and the EAP, to closely match or exceed outcomes of similar schools.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • Implement programs or professional development of staff that increases the performance of all pupils. • Implement interim assessments aligned to Smarter Balanced. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth. • Implement programs or professional development of staff that increases the performance of pupils who are below grade level in mathematics and reading.
<p align="center">SUBPRIORITY C – SOCIAL SCIENCES</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Increase pass rates, overall course averages, and state standardized assessment measures to closely match or exceed outcomes of similar schools.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • Implement programs or professional development of staff that increases the performance of all pupils. • Implement interim assessments aligned to California State Tests. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth.
<p align="center">SUBPRIORITY D – SCIENCE</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Increase pass rates, overall course averages, and state standardized assessment measures to closely match or exceed outcomes of similar schools.</p>

<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • Implement programs or professional development of staff that increases the performance of all pupils. • Implement interim assessments aligned to California State Tests. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth.
<p>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Partner with organizations to expand and enrich the SF Flex Visual and Performing Arts Program.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • Conduct outreach to San Francisco youth based art programs and schools. • As opportunities emerge through outreach, build partnerships with other organizations.
<p>SUBPRIORITY F – PHYSICAL EDUCATION</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Develop an on-site Physical Education program that includes clubs and student activities, after school club sports, and participation in an athletic league.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • Allocate resources as they become available to hire staff to support the growth of an on-site Physical Education program. • Track student participation in school based activities related to physical education. • Survey student interest in extra-curricular athletics.
<p>SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Not applicable</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Not applicable</p>
<p>SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Expand and enrich SF Flex Foreign Language through increased course offerings and additional on-site teacher support.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • Allocate resources as they become available to hire staff to support the expansion of the Foreign Language program.
<p>SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Not Applicable</p>

ACTIONS TO ACHIEVE GOAL	Not applicable
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not Applicable
ACTIONS TO ACHIEVE GOAL	Not Applicable

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

The School’s teachers identify students who are achieving below expected academic levels using the Online School Progress and Attendance Screens, Scantron Computer Adaptive Testing, lesson, unit and semester assessments, student portfolios, standardized test results including the new CAASPP assessment system, direct teacher involvement, and parent and student feedback. The following tools and strategies are used:

- *The Online School: Progress and Attendance Screens*

Teachers and administrators review the academic progress and attendance of the School’s students on a regular basis using the features provided by the K12 Online School. Students who are achieving below expected academic levels have one or more of the following characteristics: slower progress towards completing lesson assignment goals, missed days of attendance, and/or have retaken lesson/unit assessments multiple times.

- *Placement Tests*

Students complete a Scantron Performance Series or comparable assessment upon enrolling in the School. The School reviews the test scores as well as previous student records and additional data provided by the teacher to ensure that the student is placed in the correct level of the K12 curriculum for each subject. Their assigned teacher works with the student throughout the year to ensure that they have the skills they need to advance or catch up to their age appropriate grade level in curriculum.

- *State Standardized Test Data*

The results of each student’s achievement on the CAASPP are shared with both parents and teachers. Parents, students and the teachers discuss the results to identify areas of weakness or strength and use this information to assign lessons, select curriculum level and explore other ways to support the student.

The School has the following resources to serve students who are academically low achieving:

- *Teacher Involvement*

Teachers provide students with guidance to maximize student-learning opportunities within the curriculum as well as with supplemental materials. Teachers provide information on additional resources that are available such as special learning projects or useful websites. Teachers and Academic Coaches are available for one-on-one support or tutoring.

- *Curriculum Modification*

The K12 curriculum is designed to meet the individual needs of each student. Thus, teachers can pick and choose from the entire K12 curriculum to identify the lessons that will best meet their students' academic needs. In addition, teachers have access to additional curriculum products such as Study Island that provide additional online lessons and content designed to supplement the instruction provided in the K12 curriculum.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

The School identifies students who are achieving above expected academic levels using the following tools:

- The Online School: Progress and Attendance Screens
- Scantron Performance Series Assessment
- Student Portfolios
- CAASPP assessment system data

The School has the following resources to serve students who are academically high achieving:

- *Challenging, Self-Paced Curriculum*

The K12 curriculum allows students to move at a pace that encourages individual students to achieve at their highest potential under the supervision of highly qualified, credentialed teachers and Academic Coaches. This allows students to move more quickly through the curriculum or to complete a more in-depth study. When a student excels in a particular area, the student is able to move ahead to the next curricular level. These students are also encouraged to complete the challenge activities that are provided throughout the K12 curriculum.

- *Teacher Involvement*

Teachers provide students with guidance to maximize student-learning opportunities within the curriculum as well as with supplemental materials such as Study Island. Teachers provide information on additional resources that are available such as special learning projects or useful websites. Teachers are available for one-on-one guidance and the structuring of additional challenges.

PLAN FOR ENGLISH LEARNERS

The School meets all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The School administers the home language survey upon a student’s initial enrollment into the School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

The School has two methods for identifying English Learners:

1. Parent response to the question in the Home Language Section of the Charter School enrollment forms; and follow up CELDT testing as required by law.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

2. Teacher observations with students and parents at the beginning of the school year; and follow up CELDT testing as required by law.

Once a student has been identified as an English Learner, the School provides the following support:

- *A Qualified, Credentialed Teacher*

The School actively recruits teachers who hold a CLAD and/or BCLAD certification or California Commission on Teacher Credentialing (“CCTC”) equivalent to ensure that these students receive the support that they require.

- *Workshops for Students*

The School provides workshops for EL students throughout the year. Workshops provide students with one-on-one access to CLAD and/or BCLAD or other equivalent CCTC certified teachers. Teachers lead lessons or provide additional tutoring depending on the individual needs of the student.

- *Curriculum Modification*

The curriculum is designed to meet the individual needs of each student. Thus, teachers can pick and choose from the entire curriculum to identify the lessons that will best meet their students’ academic needs.

- *Curriculum*

The curriculum leverages Sheltered Instruction Methodology in its approach to lesson instruction. Although all lesson instruction is provided in English, each lesson uses a high number of images, short graphic animation clips as well as an audio pronunciation tool that provides the correct pronunciation of key words in the Online School lessons.

Reclassification Procedures

The School’s reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or

guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Monitoring and Evaluation of Program Effectiveness

The School evaluates the effectiveness of its education program for ELs by:

- Adhering to School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

PLAN FOR STUDENTS WITH DISABILITIES

Overview

The School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA").

The School is an independent local educational agency ("LEA") member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). (see Supplemental Document 7)

The School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The

School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

The School utilizes a Student Study Team process for students referred for evaluation under Section 504 or the IDEIA.

Services for Students under the IDEIA

The following description regarding how special education and related services is provided and funded is included below for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter, and is not binding on the charter authorizer. The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the School and the SELPA. A copy of the MOU is available to the charter authorizer upon request.

The School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The School provides services for special education students enrolled in the School. The School follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

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

Staffing

All special education services at the School are delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. School staff participates in SELPA in-service training relating to special education.

The School is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The School ensures that all special education staff hired or contracted by the School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The

School is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The School follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The School adopts and implements policies relating to all special education issues and referrals.

Identification and Referral

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

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

Assessments

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

IEP Meetings

The School arranges and notices the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The School is responsible for having the following individuals in attendance at the IEP meetings: the Head of School and/or the School-designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other School representatives who are knowledgeable about the regular education program at the School and/or about the student. The School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of

the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The School is responsible for all school site implementation of the IEP. As part of this responsibility, the School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the School's non-special education students. The School shall also provide all home-school coordination and information exchange. The School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The School shall comply with Education Code Section 56325 with regard to students transferring into the School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the School shall provide the pupil 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 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 School from a district operated program under the same special education local plan area of the School within the same academic year, the School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the School with an IEP from outside of California during the same academic year, the School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the 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 School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

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

Parent/Guardian Concerns and Complaints

The School implements policies for responding to parental concerns or complaints related to special education services. The School shall receive any concerns raised by parents/guardians regarding related services and rights.

The School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

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

SELPA Representation

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

Funding

The School understands that it is subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

The 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 School. Any student, who has an objectively identified disability which substantially

limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Head of School and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 including 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 that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student 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 IDEIA, a referral for assessment under the IDEIA 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 that the student receives a free and appropriate public education ("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 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 Head of School will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

TRANSFERABILITY OF THE SCHOOL'S COURSES

SF Flex is accredited by WASC and all of its blended courses taught on site are approved by the University of California/California State University as creditable under the "a-g" admissions criteria. Thus, the School's blended courses taught on site are therefore considered transferable to other public schools and eligible to meet college entrance requirements pursuant to Education Code Section 47605(b)(5)(A)(iii).

The School informs parents/guardians about the school, the transferability of courses to other public high schools, and the eligibility of courses to meet college entrance requirements through a variety of communication channels including, but not limited to, the following:

- Online and in-person parent information sessions held throughout the area during the school year
- Electronic and paper-based school brochures and literature provided to families interested in the School's program offerings
- School website offering information regarding the school program and curriculum

Parent-Student Handbook distributed to all parents and available in electronic format via the school Web site

A PARTNER FOR RESEARCH AND DEVELOPMENT

The School, Flex Public Schools, and K12 have the interest, capacity and mission to serve as a Research and Development ("R&D") partner with the charter authorizer and local district, county or other private and public schools. As stated in Education Code Section 47601, the intent of the California Legislature in passing the Charter Schools Act was for charter schools to act as the R&D for districts; but this has not panned out as much as hoped, partly due to a lack of time and capacity in both charter schools and districts, and partly due to a lack of forums and resources for collaboration, study, and implementation of innovative ideas.

Here, the School, as operated by Flex Public Schools, a nonprofit corporation, is willing to open its school site, share its lessons and challenges, and welcome collaboration and

best practice sharing. Furthermore, the School has the resources and capacity with K12 to support districts and other schools in exploring and implementing the Flex Model of blended learning or variations thereof.

More specifically, a charter authorizer or district could embed a principal or other educator in the School full-time, part-time or for quick study to enable the charter authorizer or district to learn enough to open the same type of school or to adapt the model to meet the specific needs of its students (e.g., perhaps with more of a virtual component for home and hospital bound students, incarcerated youth, or credit recovery).

Forward thinking Superintendents, School Board members, staff and community members can use our School to spur and support innovation for the good of all students. In fact, hundreds of Superintendents and educators have visited SF Flex Academy to see its innovative programs since the School first opened.

II. MEASURABLE PUPIL OUTCOMES

“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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”

- California Education Code Section 47605(b)(5)(B)

The School has clearly defined school wide and student outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d).

Accomplishments in each of the goals and outcomes directly support our mission to develop each student’s full potential with engaging, individualized online learning.

The School will continue to examine and refine details of student outcomes to reflect any changes to state standards and assessments, and better serve our School mission, students and community.

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the School’s outcomes that align with the state priorities and the School’s goals and actions to achieve the state priorities, as identified previously in the charter renewal petition.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the School at the school site.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All teachers are highly qualified and working in their subject area.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Recruit diverse, highly qualified teachers, staff, and school leaders through effective recruitment and selection strategies and systems. • Create a high quality work environment and professional culture. • Invest in Professional Development of teachers, leaders, and school staff to enable the delivery of complex blended instruction based on Common Core State Standards (CCSS). • Develop and implement a teacher observation, coaching, and evaluation rubric and system that includes a performance based pay metric.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Percent of highly qualified teachers and percent working within subject area • Rating of staff attitudes and work satisfaction. • Percent of teachers rated “effective” on the teacher evaluation rubric.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 75% of teachers rated highly qualified and working in subject areas • 70% of staff rated “effective”
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Documentation of teacher credentials and other measures of highly qualified staff • Teacher and staff survey • Teacher observation, coaching and evaluation rubric
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Implement high quality and rigorous blended learning curriculum that is CCSS aligned.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Assess the quality and CCSS alignment of SF Flex blended learning curriculum.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Percent of blended learning courses aligned with CCSS.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 50% of Blended learning course aligned.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • “Crosswalk” or other document demonstrating alignment.

SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Secure and maintain an affordable facility, with a lease that is for the longest term possible, to ensure the successful operation and future stability of the school.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Work collaboratively with SFUSD to secure a long-term stable Proposition 39 agreement for the Gloria R Davis facility or other similar SFUSD facility. • Explore other long-term options.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Length of Prop 39 agreement for school district facility • Quality of facility as reported in the SARC
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 1 year lease
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Proposition 39 agreement or other lease terms • SARC
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Implement Common Core State Standards
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Provide teachers and site administrators professional development on CCSS standards (English Language Arts, target language arts, Math, and Science) • Deploy Common Core aligned Blended curriculum • Implement Interim Assessments aligned to CCSS
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Percent of Blended curriculum aligned to Common Core • Number of interim assessments given in an academic year
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 60% of Blended Learning curriculum aligned to Common Core • Zero interim assessments given in the prior academic year.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Mapping of Blended curriculum to CCCSS • Reporting number of interim assessments given in an academic year
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Implement pre/post and interim assessments of SF Flex EL students' Academic Content Knowledge. • Track and report EL student progress in acquiring Academic

	Content Knowledge
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Identify research based Academic Content Knowledge assessment for EL students. Develop and assessment schedule and plan for instruction. Provide teachers and leaders professional development to consistently and effectively implement instruction to improve Academic Content Knowledge.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Reporting of EL students' rate of acquiring Academic Content Knowledge.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> Will be established in year 1 of charter renewal term.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Appropriate research based and reviewed assessment to be determined.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Improve the reclassification rate of SF Flex EL Students to fluent English speakers.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Provide teachers and leaders professional development to consistently and effectively implement new ELD standards. Provide English Learners differentiated instruction based on their EL typology (e.g., more dedicated ELD for Newcomer ELs, specialized ELD for Long-Term ELs).
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Reclassification rate of EL students.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> 25% Reclassification to fluent English speakers
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> California English Language Development Test
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> Develop the SF Flex Advisory model to foster the culture of Advisors as the focal point of family-school communication. Build capability to communicate with families through the school web site, social media, email, text messages and other forms of communication.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop school structure and systems to support the Advisory Model. • Require Advisors to initiate a minimum number of contacts with family, the number of which shall be determined from year to year. • Improve school systems to manage effective and on-going communication with families through the web, email, mobile devices. • Survey families to assess the efficacy of school-family communication.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Percent of families rating SF Flex as Satisfactory or above in bi-annual Family Satisfaction surveys. • Percent of families participating in the surveys
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 30% of Flex Families rate SF Flex communication as Satisfactory or above. • 25% Family participation in the surveys
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Two surveys given to families, at the end of each semester.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Provides at least three family-centered workshops or events each year.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Work in partnership with the PTSA and other organizations to create workshops or events that would be of interest to families.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • The number of workshops or events held • Numbers of families attending the workshops or events
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 2 Family Centered events.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Report of events held • Sign in sheets of family attendance
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i>	
B. <i>The Academic Performance Index (API)</i>	
C. <i>Percentage of pupils who have successfully completed courses that satisfy</i>	

UC/CSU entrance requirements, or career technical education

D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)

E. EL reclassification rate

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUBPRIORITY	Establish benchmark scores for Smarter Balanced and other CAASPP related assessments and improve on the initial benchmark scores in subsequent years.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop a system to successfully implement Smarter Balanced and other CAASPP related assessments. • Implement interim assessments aligned to Smarter Balanced. • Track outcomes for all pupils and for EL, low income and Foster Youth. • Implement programs or professional development of staff that increases the performance of all pupils. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth. • Implement programs or professional development of staff that increases the performance of pupils who are below grade level in mathematics and reading.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Student participation rate in CAASPP related assessments • Number of interim assessments given in an academic year • CAASPP related assessment scores for all pupils • CAASPP related assessment scores for EL, low income and foster youth
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • Baseline data will be set in Year 1 of charter renewal term.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CAASPP related systems for the public reporting of outcomes.

SUBPRIORITY B – API

GOAL TO ACHIEVE SUBPRIORITY	Meet or exceed the average achievement for similar schools as defined by geography, size, and other metrics.
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ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement programs or professional development of staff that increases the performance of all pupils. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth. • Implement programs or professional development of staff that increases the performance of pupils who are below grade level in mathematics and reading.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • API scores for all pupils • API Scores for specific sub groups including EL students, low income students, and foster youth.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • Baseline data will be set in Year 1 of charter renewal term.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CAASP related systems for the public reporting and comparison of outcomes.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • 80% of students will complete courses that satisfy UC/CSU entrance requirements, or career technical education.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Offer courses that meet A-G requirements. • Counsel students and families toward the successful completion of A-G sequence. • Track student progress toward completing the A-G Sequence.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Percent of students taking course sequences that meet A-G requirements.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 60% of students completing all A-G course sequences.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Evaluation of courses listed on student transcripts.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	Improve EL Proficiency rates.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Provide teachers and leaders professional development to consistently and effectively implement new ELD standards. • Provide English Learners differentiated instruction based on

	their EL typology (e.g., more dedicated ELD for Newcomer ELs, specialized ELD for Long-Term ELs).
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Proficiency rates as measured by the CELDT
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> 40% of EL students improve proficiency.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> California English Language Development Test (CELDT)
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Improve EL Reclassification rates.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Provide teachers and leaders professional development to consistently and effectively implement new ELD standards. Provide English Learners differentiated instruction based on their EL typology (e.g., more dedicated ELD for Newcomer ELs, specialized ELD for Long-Term ELs).
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Reclassification rates as measured by the CELDT
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> 25% Reclassification to fluent English speakers
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> CELDT
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Improve the percentage of pupils who pass the AP Exam with a 3 or higher.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Develop a system and sequence of curriculum to prepare students for AP work. Provide professional development for AP teachers.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Percent of students passing AP Exams with a 3 or higher
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> 50% of students passing AP Exams
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Data reported on AP passing rates (e.g. DataQuest)

SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Improve the percentage of pupils who participate in and demonstrate college preparedness as measured by the Early Assessment Program
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop a system to ensure most students participate in the EAP. • Track and improve EAP passing rates.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Student participation rate in the EAP • Student pass rate of the EAP
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 50% participation • 50% pass rate
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Data reported on EAP passing rates.
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <i>A. School attendance rates</i> <i>B. Chronic absenteeism rates</i> <i>C. Middle school dropout rates (EC §52052.1(a)(3))</i> <i>D. High school dropout rates</i> <i>E. High school graduation rates</i> 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Meet or exceed 90% attendance rate.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement systems to improve attendance.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Average Daily Attendance
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 85% ADA
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • School Information System and CALPADS
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce student absenteeism rate.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Implement systems to reduce student absenteeism.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Rate of student absenteeism
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> 20% of students exceeding 10% absenteeism rate.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> School Information System tracking excused and unexcused absences.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Not Applicable
ACTIONS TO ACHIEVE GOAL	Not Applicable
MEASURABLE OUTCOME	Not Applicable
BASELINE PERFORMANCE LEVEL	Not Applicable
METHODS OF MEASUREMENT	Not Applicable
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce high school dropout rate to 10% or less.
ACTIONS TO ACHIEVE GOAL	Implement systems to reduce the rate of students dropping out of high school.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Dropout rate
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> 20% drop out rate
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Dropout rates as reported in End of Year CALPADS report
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Improve the high school graduation rate to 90% or higher.

ACTIONS TO ACHIEVE GOAL	Implement systems to improve the high school graduation rate.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Graduation rates
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 80% of students graduating.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Graduation rates as reported in End of Year CALPADS report.
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce Pupil Suspension rate to below 5%.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop systems to reduce suspension rates for all pupils. • Track suspension rates for EL, low income, and foster youth pupils.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Pupil suspension rates for all pupils • Pupil suspension rates for EL, low income, and foster youth pupils.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • Pupil suspension rate of 9% • Set benchmark data in year 1 of charter renewal term for EL, low income, and foster youth pupils.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Suspension rates as reported in End of Year CALPADS report
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce Pupil Expulsion rate to below 2%.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop systems to reduce expulsion rates for all pupils. • Track expulsion rates for EL, low income, and foster youth pupils.

MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Pupil expulsion rates for all pupils • Pupil expulsion rates for EL, low income, and foster youth pupils.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • Expulsion rate of 5%
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Expulsion rates as reported in End of Year CALPADS report
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Implement a positive behavior support system linked to SF Flex Core Values and Code of Conduct.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop a system to track behavior and award consequences and positive supports. • Measure student behavior and school climate through the Code of Conduct tracker and other surveys of student attitudes toward the school and school climate.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Ratio of merits to demerits
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • Baseline to be set in year 1 of charter renewal term.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Data collected from the school system to track student behavior.
STATE PRIORITY #7— COURSE ACCESS	
<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • Using Blended Learning resources or in partnerships with organizations specializing in Blended Learning resources and curriculum, offer a broad course of study that is aligned to UC A-G requirements.

	<ul style="list-style-type: none"> • Provide access to the course of study for all pupils and for EL, Low Income and Foster Youth.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Assess the course of study. • Track access the course of study for EL, Low Income and Foster Youth.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Percent of blended learning courses aligned to UC A-G requirements
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 50% of Blended learning aligned with UC A-G requirements.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • UC Doorways list of SF Flex A-G approved courses
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Increase pass rates, overall course averages and standardized assessment measures including Smarter Balanced and other CAASPP related assessments, CHSEE, and the EAP, to closely match or exceed outcomes of similar schools.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement programs or professional development of staff that increases the performance of all pupils. • Implement interim assessments aligned to Smarter Balanced. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth. • Implement programs or professional development of staff that increases the performance of pupils who are below grade level in mathematics and reading.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Number of interim assessments in an academic year • Pass rates and overall course average as generated by internal systems • CAASPP related assessment data from SF Flex and similar schools • CHSEE • EAP
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • Baseline data will be set in Year 1 of charter renewal term.

<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> • Report on the number of interim assessments • Internal systems tracking pass rates and overall course averages • CAASPP assessment data • CHSEE • EAP
<p>SUBPRIORITY B – MATHEMATICS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Increase pass rates, overall course averages and standardized assessment measures including Smarter Balanced and other CAASPP related assessments, CHSEE, and the EAP, to closely match or exceed outcomes of similar schools.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • Implement programs or professional development of staff that increases the performance of all pupils. • Implement interim assessments aligned to Smarter Balanced. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth. • Implement programs or professional development of staff that increases the performance of pupils who are below grade level in mathematics and reading.
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> • Number of interim assessments in an academic year • Pass rates and overall course average as generated by internal systems • CAASPP related assessment data from SF Flex and similar schools • CHSEE • EAP
<p>BASELINE PERFORMANCE LEVEL</p>	<ul style="list-style-type: none"> • Baseline data will be set in Year 1 of charter renewal term.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> • Report on the number of interim assessments • Internal systems tracking pass rates and overall course averages • CAASPP assessment data • CHSEE • EAP

SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Increase pass rates, overall course averages, and state standardized assessment measures to closely match or exceed outcomes of similar schools.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement programs or professional development of staff that increases the performance of all pupils. • Implement interim assessments aligned to California State Tests. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Number of interim assessments in an academic year • Pass rates and overall course average as generated by internal systems • CAASPP related assessment data from SF Flex and similar schools
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • Baseline data will be set in Year 1 of charter renewal term.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Report on the number of interim assessments • Internal systems tracking pass rates and overall course averages • CAASPP assessment data
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Increase pass rates, overall course averages, and state standardized assessment measures to closely match or exceed outcomes of similar schools.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement programs or professional development of staff that increases the performance of all pupils. • Implement interim assessments aligned to California State Tests. • Implement programs or professional development of staff that increases the performance of specific sub groups including EL students, low income students, and foster youth.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Number of interim assessments in an academic year • Pass rates and overall course average as generated by internal systems • CAASPP related assessment data from SF Flex and similar schools

BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> Baseline data will be set in Year 1 of charter renewal term.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Report on the number of interim assessments Internal systems tracking pass rates and overall course averages CAASPP assessment data
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Partner with organizations to expand and enrich the SF Flex Visual and Performing Arts Program.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Conduct outreach to San Francisco youth based art programs and schools. As opportunities emerge through outreach, build partnerships with other organizations.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Number of partnerships created
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> Baseline data will be set in Year 1 of charter renewal term.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Internal reporting
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Develop an on-site Physical Education program that includes clubs and student activities, after school club sports, and participation in an athletic league.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Allocate resources if available to hire staff to support the growth of an on-site Physical Education program. Track student participation in school based activities related to physical education. Survey student interest in extra-curricular athletics.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Number of staff dedicated to on-site physical education Number of students engaged in school based activities related to physical education Results of surveys
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> Baseline data will be set in Year 1 of charter renewal term.

METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Reporting of data collected and results of surveys
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	Not applicable
MEASURABLE OUTCOME	Not applicable
BASELINE PERFORMANCE LEVEL	Not applicable
METHODS OF MEASUREMENT	Not applicable
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Expand and enrich SF Flex Foreign Language through increased course offerings and additional on-site teacher support.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Allocate resources if available to hire staff to support the expansion of the Foreign Language program.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Number of courses offered with an on-site teacher
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> Zero foreign language courses with on-site teacher
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Reporting on teaching assignments
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	Not applicable
MEASURABLE OUTCOME	Not applicable
BASELINE PERFORMANCE LEVEL	Not applicable

METHODS OF MEASUREMENT	Not applicable
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	Not applicable
MEASURABLE OUTCOME	Not applicable
BASELINE PERFORMANCE LEVEL	Not applicable
METHODS OF MEASUREMENT	Not applicable
METHODS OF MEASUREMENT	Not applicable

III. METHODS OF MEASURING PUPIL PROGRESS AND OTHER USES OF DATA

“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.”

- California Education Code Section 47605(b)(5)(C)

OVERVIEW AND ASSESSMENT ASSUMPTIONS

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.
- All assessment methods should be based on what we expect students to know and be able to do with specific information.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

The School will meet all statewide standards and will conduct state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or assessments applicable to pupils in non-charter public schools.

Please refer to the table in the “Measurable Pupil Outcomes” section of the charter renewal petition for a description of the assessments the School shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area.

School wide and student subgroup progress at the School is objectively measured by state-mandated annual assessments within the CAASPP assessment system for each grade (e.g., the Smarter Balanced Assessments, the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA)), the Physical Fitness Test (PFT), the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT).

The School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in “Measurable Pupil Outcomes” section of the charter renewal

petition, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

DIAGNOSTIC ASSESSMENTS

CAASPP, Scantron data and/or comparable data are used at the beginning of the year to help teachers understand the baseline of student performance along with specific areas of strength and weakness. To correctly assess whether students are on track to make significant gains during the year, the School conducts interim assessments in each core subject.

School staff is trained on how to interpret test data, and is engaged in critical analysis of the data in order to determine how the School can address any performance deficiencies or negative data trends. The data analysis is connected to professional development on instruction so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff is continuously challenged to rethink current pedagogical practices to meet the changing needs of students.

INTERNAL ASSESSMENTS AND ONLINE SUPPORT

In addition to the School outcomes described in the “Measurable Pupil Outcomes” section of the charter renewal petition, above, the School uses an internal assessment system to help monitor and improve school wide and student performance. Subject to modification and improvement, this internal assessment system currently includes the following:

Placement Tests

The School has a series of assessments designed to identify the correct placement of the School’s students in mathematics and English language arts. Teachers administer placements tests at the beginning of the year and adjust student placement in the curriculum accordingly.

Performance Assessments and Online Support

Students use an online tool, the Scantron Performance Series Assessment or comparable alternate assessment, to assess each student’s performance against the state standards for their grade level. Teachers use the results of these assessments to develop and customize the student’s lesson assignments prior to state standardized testing. In addition, students will have access to an optional resource, Study Island, via the Online School. Study Island uses a student’s preliminary benchmark assessment results to create an individualized learning path to help prepare them to master grade appropriate California standards and prepare them for state assessments. Each student is given the lesson they need at their level (remedial or challenge) to provide the

leveled instruction and practice required. This program is used to enhance and extend the lessons and standards being taught in the classroom.

Lesson Assessments

In mathematics, Science, art, music, and history, every lesson is followed by a brief assessment. In English, there are assessments after every grammar, usage, mechanics, composition and novel lesson. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advisable. A student is expected to obtain a mastery level of 80% or higher before they advance to the next lesson.

Unit and Semester Assessments

In English, mathematics, science, history, music, and art, the student takes an assessment at the end of a unit. These assessments show whether or not the student has retained key learning objectives for the unit. There are similar semester assessments, with equivalent purposes, in the middle and at the end of a year's worth of content for many subjects. Teachers can use the results of the semester and unit assessments to guide review or additional practice.

The aforementioned assessments are presented in different ways, some are assessment sheets to be printed (the results of which are entered into the online system by the adult), others are online questions for the teaching adult to answer about the student's work, and still others are questions to be answered directly online. Within these assessment types, the individual items take a variety of forms. In the early grades, many items are short, open-ended questions, to which the student responds with a word or number, a phrase, or a sentence or two. Other items require longer responses, and still others are selected response. Using multiple item formats allows students to demonstrate what they have learned in a variety of ways.

The assessment component of the School's online student learning system is powerful in its ability to generate detailed and ongoing data on academic achievement. Data from both on- and off-line assessments are entered into the system, and is compiled to create a steady stream of data about student performance toward mastering specific learning objectives. This data stream is reviewed and analyzed by the School's teachers on a regular basis. The system is designed so that a student who is not mastering lessons on a particular topic is redirected to alternate or additional instruction in the same topic. A student moves on to more advanced work only after demonstrating mastery of the material in question. With this kind of accountability and built-in transparency, there are no surprises about student work; the system can notify parents and teachers that a child is beginning to fall behind, allowing teachers to intervene in a proactive, timely way.

Report Cards

Each semester, students receive a report card from their teacher. Students receive a mark reflecting their progress toward stated goals for each subject. Both quantitative and qualitative information is considered in assigning grades and recommending promotion for individual students.

USE AND REPORTING OF DATA

Teachers spend much of their time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges. As discussed earlier in the sections on At-Risk and High-Performing students in the “Educational Program” section of this charter renewal petition, this monthly student data is used for early identification of students in those two categories.

Student progress towards skill mastery is documented three times annually in standard-based report cards. In addition to the standards-based report card items, we add summary metrics in Literacy and Math based on our bi-monthly assessments. Parent-teacher conferences are held at least once per school year and more often on an as-needed basis. Upper grade students are given the opportunity to participate in conferences to reinforce their participation in the learning process. Additionally, the school publishes student results annually through the School Accountability Report Card (“SARC”), and school wide and student goals and actions in the LCAP, in accordance with applicable laws.

In addition to creating the annual SARC, the School works with the charter authorizer to jointly develop an annual site visitation process and protocol to gather the information needed to confirm the school's performance and compliance with the terms of this charter. The School recognizes that the charter authorizer may make unscheduled random inspections of the School at any time.

IV. GOVERNANCE STRUCTURE

“The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement.”

- California Education Code Section 47605(b)(5)(D)

LEGAL STATUS

The School is a directly funded, independent charter school operated by Flex Public Schools, a California nonprofit public benefit corporation. As allowed by law, Flex Public Schools will hold the charter and then may contract with K12, the country’s largest provider of online curriculum for K-12 grade students, or another qualified provider, to provide curriculum and other management and educational services. The Flex Public Schools’ Board of Trustees (“Board” or “Board of Trustees”) holds the ultimate authority for the School’s operations and will be responsible for any potential liability of the School. As an independent entity, Flex Public Schools retains the right to change providers.

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

The School and Flex Public Schools complies with all applicable federal, state and local laws, including but not limited to, applicable sections of the Ralph M. Brown Act, the Political Reform Act, the Corporations Code and the California Public Records Act.

The School retains its own legal counsel when necessary. It purchases and maintains necessary and appropriate levels of general liability and other insurance, and names the charter authorizer as an additional insured.

Attached, as Supplemental Documents 8, 9 and 10, please find the Flex Public Schools Articles of Incorporation, Bylaws, and Conflict of Interest Policy.

BOARD OF TRUSTEES

The School is governed by a Board of Trustees (“Board” or “Board of Trustees”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The Board of Trustees has a legal fiduciary responsibility for the well-being of the organization and the School.

The Board shall have no less than three (3) and no more than seven (7) trustees. The current Board includes seven (7) trustees, each of whom are listed in the Introduction section of this charter. The Board is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. The trustees have, among other qualifications, experience in education, business, technology, law, facilities, leadership development and organizational development.

The following exemplifies the desired traits of the Board of Trustees:

- Clear commitment to the mission and vision of the School and to the welfare of children
- Experience working with a nonprofit organization in some capacity
- A reputation for and record of high integrity
- A successful record of activity in education reform or community building
- Proven leadership abilities
- Some familiarity with educational technology
- Leadership in the community across multiple sectors
- Desires to help the children of California improve their educational prospects and character development
- Professional educational and/or practical experience, including but not limited to legal and financial expertise
- A diversity of backgrounds, interests, and expertise

The method of trustees' election, terms and replacement are all addressed in detail in the bylaws, which are included in the Supplemental Document 9. Trustees hold office for a term of three (3) years and until a successor trustee has been designated and qualified. All trustees shall be designated by the existing Board of Trustees. Vacancies are filled by majority vote of the Board.

BOARD MEETINGS AND DUTIES

The Board of Trustees meets regularly and in accordance with the Brown Act. As further outlined in the bylaws, the Board is responsible for the operation and fiscal affairs of the School including, but not limited to, the following:

- Uphold the mission of the School
- Adopt general policies of the School
- Approve and monitor the School's annual budget
- Receipt of funds for the operation of the School in accordance with the applicable laws
- Solicitation and receipt of grants and donations consistent with the mission of the School
- Oversee the sound operation and hiring system of the School
- Approving personnel policies
- Approve and monitoring contractual agreements

- Hire, promote, discipline and dismiss all employees of the School after consideration of a recommendation by the Head of School
- Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws or this charter necessary to ensure the proper operation of the School

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

The Board may execute any powers delegated to it by law, shall discharge any duty imposed by law upon it, and may delegate to an employee of the School or other designee any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. In addition, the Board maintains prudent purchasing policies and procedures, and a budget approval process. Board approval is required for the annual independent fiscal audit and for any expenditure or contract over \$50,000. Pursuant to the bylaws or Board policy, Board Chair or Board Treasurer approval is required for any expenditure over \$10,000.

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within the Supplemental Document 10.

RESPONSIBILITY OF THE HEAD OF SCHOOL

The Head of School is the leader of the School. The Head of School ensures that the curriculum is implemented in order to maximize student-learning experiences. The Head of School is responsible for the orderly operation of the School and the supervision of all employees in the School.

The Head of School is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the School achieves its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Trustees
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the School
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants

- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Trustees
- Complete and submit required documents as requested or required by the charter and/or Board of Trustees, and/or the charter authorizer
- Identify the staffing needs of the School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote the School in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend charter authorizer administrative meetings, as requested, and stay in direct contact regarding changes, progress, etc.;
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the school annual performance report, the SARC, and the LCAP
- Present the independent fiscal audit to the Board of Trustees and, after review by the Board of Trustees, submit the audit to the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, and as necessary participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Trustees to a business administrator of the School, other appropriate employee, or third party provider.

PROCESS TO ENSURE PARENTAL INVOLVEMENT

Parents help us to evaluate the School's program each year through meetings and surveys. Parents also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. Parents are given an opportunity to make their voices heard (both online and offline) about their likes and dislikes about the School. Direct parental involvement is fundamental to the School's success.

Parents are included in the governance and operation of the School through the active Parent/Guardian Association, parent membership on the School Advisory Council

("SAC"), and parent members on the Board of Trustees. There are currently two parent members on the Board of Trustees.

Communications occur with parents through the School's website updates, Parent/Guardian Newsletters, monthly Parent/Guardian Association meetings, parent-teacher conferences, volunteer opportunities, fundraising, and school surveys, among other things. All School parents are automatically members of the Parent/Guardian Association.

The Parent/Guardian Association serves as a means for parents to support the School and the education of their children, learn more about School activities and needs, and be more involved with the governance and operations of the School by serving as a forum for voicing their concerns and suggestions about both day to day operations and overall policy. Translators are provided when needed. The Parent/Guardian Association is also encouraged to utilize the parent member of the Board for involvement in broader School policy issues.

The School Advisory Council ("SAC") is much like a school site council that is required for noncharter public schools. The SAC is comprised of representatives of all School constituencies, including parents, students, teachers and administrators. The SAC participates in reviewing and proposing school and board policies, soliciting the views of all their respective constituencies, sharing in efforts to improve the School and engaging the support of the community. The SAC is a valuable governance advisory body for the Head of School.

The School is committed to working with parents to address parent concerns. Parents are encouraged to share their ideas and concerns with the School throughout the school year, both directly and via the Parent/Guardian Association, SAC and parent member of the Board.

Additional Opportunities for Parent Involvement

There are many other ways for parents to become involved with the School. These include:

- Parents, students and teachers meet regularly to plan and assess the student's learning progress and determine goals.
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program to be reviewed by staff and faculty for consideration of ongoing improvement of the School.
- Volunteer opportunities – the School maintains a list of various opportunities for parents to volunteer at School. For example, parents have the opportunity to help in tutoring, classrooms, lead extracurricular activities, assist in event planning, attend field trips and serve on parent committees.

- Fundraising – parents and community members work with the School to raise additional resources to support students and the school program.
- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

V. QUALIFICATIONS OF SCHOOL EMPLOYEES

“The qualifications to be met by individuals to be employed by the school.”

- California Education Code Section 47605(b)(5)(E)

The School recruits professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the educational philosophy outlined in this charter.

In accordance with Education Code 47605(d), the School shall be nonsectarian in its employment practices and all other operations. The School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics).

All employees shall possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job descriptions as determined by the School.

QUALIFICATIONS OF THE SCHOOL ADMINISTRATION

Qualifications of the School’s administrative team are as follows:

TITLE	QUALIFICATIONS	ROLE
Head of School	<ul style="list-style-type: none"> • Instructional Leadership • Significant experience working writing and managing budgets • Experience writing and dealing with curriculum, technology, and training/professional development • A record of leadership and sound management • A passion for helping students attain high standards 	<p>The Head of School has chief responsibility for implementing the school’s education program; attaining the school’s objectives for high student achievement; managing, evaluating, promoting, and releasing school personnel; creating a school culture that is disciplined, orderly, and conducive to learning; and nurturing a strong relationship among the School, the parents, and the community.</p>

	<ul style="list-style-type: none"> • Strong interpersonal skills and experience in team-building • An understanding of the diversity and unique character of the school • Consistently exceptional professional evaluations and outstanding references from peers, former colleagues, parents, and members of the school community. 	
<p>Academic Administrator</p>	<ul style="list-style-type: none"> • A record of leadership and sound management • Commitment and passion for student achievement, parent involvement, and innovation in education • Strong academic credentials, interpersonal skills, and work ethic • Strong positive professional references and evaluations 	<p>The Academic Administrator reports to the Head of School and is responsible for the day-to-day academic operations of the school including: teacher evaluation, student achievement, special education and teacher recruiting. The School reserves the right to have the Head of School’s job description include these duties.</p>
<p>Academic Coach</p>	<ul style="list-style-type: none"> • Bachelor’s degree • Two (2) years of experience working with middle or high school-aged students 	<p>An Academic Coach ensures that students focus on their academic studies while building strong advisory relationships with students. The Academic Coach uses a variety of tools to engage students working in the curriculum and applies various educational support strategies that meet students’ individualized needs. Academic Coaches work closely with teachers to monitor the students’ academic progress and provide academic support.</p>

<p>Finance Manager</p>	<ul style="list-style-type: none"> • Formal accounting training • Sincere ethical commitment to education • Strong references • Relevant work experience. 	<p>The Finance Manager reports to the Head of School and is responsible for the day-to-day business affairs of the school including bookkeeping; record keeping; cash collections and disbursements and vendor contracting.</p>
<p>Technology Support</p>	<ul style="list-style-type: none"> • Extensive knowledge of hardware configuration, network administration, Internet-based education programs, school information systems, and community-building tools, and enterprise applications such as Oracle, and eSIS • Experience assisting users with Microsoft Office products on various platforms • Significant experience in a senior level technology position • Professional and customer-oriented attitude in dealing with those new to technology • Experienced technology trainer, policy manger, and technical writer 	<p>The Technology Support reports to the Head of School and is responsible for the School's technology systems and the technical training of teachers.</p>
<p>Office Manager</p>	<ul style="list-style-type: none"> • Strong organizational skills; • Strong time management skills; • Ability to work both independently and with a team; • Fluency in Spanish is highly desirable. 	<p>The Office Manager reports to the Head of School and is responsible for recording attendance; maintaining the lunch database; managing the office; overseeing material purchases; bookkeeping; managing the HOS' and Learning Lab staff schedules and serves as primary contact for Parents.</p>

	<ul style="list-style-type: none">• Experience in school front office preferable;• Proficient with Microsoft Office• A.A. degree or equivalent work experience.	
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TEACHER QUALIFICATIONS

The School hires both full- and part-time credentialed teachers to meet the demands of student enrollment. All documents are kept on file at the School and are available for view by the chartering authority.

All teachers will meet state credentialing requirements for instruction in charter schools. In particular, the School shall comply with California Education Code Section 47605(l), which states:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.

In addition, teachers of core academic courses shall meet or exceed all applicable “highly qualified requirements” under the Elementary and Secondary Education Act (“ESEA”). As allowed under the ESEA and state law, the School may define “core” courses. The School’s core academic courses for purposes of applicable credentialing requirements are English, mathematics, science, and history. Accordingly, a teacher of core academic courses must have:

- (1) A bachelor’s degree;
- (2) A Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(l)); and
- (3) Demonstrated core academic subject matter competence.

TEACHER ROLE

The School’s teachers are highly qualified and state certified teachers responsible for delivering specific course content in an online environment.

As part of their regular teaching responsibilities, teachers are expected to fulfill duties in the following areas:

Planning and Preparation

- Learn the relevant curriculum for assigned grade levels.
- Demonstrate knowledge of the state standards and how both align with our curriculum.
- Understand overall diversity of assigned families and individual characteristics of students; specifically, how this impacts support needed.
- Utilizes face-to-face, asynchronous and synchronous tools to augment course content according to prescribed policies and procedures.

Instruction and Student Achievement

- Orients students to course and communicates course requirements.
- Maintains regular office hours and conducts instructional sessions.
- Sets and enforces deadlines for student work.
- Responsible for student academic progress and attendance
- Conduct periodic conferences with students and parents/responsible adult.
- Individualize instruction to help each student achieve curricular objectives.
- Grades student work and maintains grade book.
- Communicates high expectations and shows an active interest in student's achievement.
- Alert administrators to any concerns about student performance and progress.
- Recommends promotion and retention.

Blended Instructional Model

- Help manage office, desk, classroom and other instructional spaces
- Establish and maintain a positive rapport with assigned families.
- Support students with set-up and maintenance of their teaching environment.
- Support students through basic computer troubleshooting.

Professional Responsibilities

- Collaborates with peers.
- Build community by contributing to school message boards, newsletter and events.

VI. HEALTH AND SAFETY

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a record summary as described in Section 44237.”

- California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, the School implements full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies are incorporated into the School’s student and staff handbooks and are reviewed on an ongoing basis by the Head of School and Board of Trustees. The School ensures that staff are trained annually on the health and safety policies. A copy of the School’s health and safety policies are available upon request.

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

Fingerprinting/Background Checks

Employees and contractors of the School are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of the School shall monitor compliance with this policy and report to the Board of Trustees on a quarterly basis. The Board President or other designee shall monitor the fingerprinting and background clearance of the Head of the School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Medication in School

The School adheres to Education Code Section 49423 regarding administration of medication in school.

Tuberculosis Testing

Faculty and staff are tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students and staff 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.

Vision, Hearing, and Scoliosis

The School adheres to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the School.

Diabetes

The School 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 shall not be limited to, all of the following:

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

Emergency Preparedness

The School adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school site used by the School. This handbook includes, but is not limited to, the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, hostage situations, an evacuation plan, and general school safety, injury and illness prevention. Staff shall be trained on emergency and appropriate first aid responses.

Blood borne Pathogens

The School meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board of Trustees maintains a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne 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 shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The School maintains a drug-, alcohol-, and smoke-free environment.

Facility Safety

The School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or the California Building Standards Code. The School tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School conducts fire drills as required under Education Code Section 32001 and in conjunction with a District (if at District facilities). The School will review reports regarding the structural integrity of the building, and act accordingly.

Comprehensive Discrimination and Harassment Policies and Procedures

The School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School implements a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the 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 School's discrimination and harassment policies.

VII. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

- California Education Code Section 47605(b)(5)(G)

The School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the San Francisco Unified School District. Students shall be considered for admission without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics).

The School implements a recruitment plan that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the District.

- An open enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District
- Printing and distributing materials in Spanish and other appropriate languages representative of the District
- Outreach activities that include advertising in local papers, local world language publications and ethnic journals and media
- Building close relationships with local school counselors, faith-based organizations, feeder schools, and diverse community organizations

The timeline for enrollment generally follows the timeline of the schools within the District. Relationship building with appropriate organizations take place during the Summer and Fall; enrollment sessions take place in the Fall and Winter; the public random drawing lottery takes place in the Spring; and the student enrollment process continues all Summer and even past the first day of school, building a waiting list and taking students off the waiting list if openings occur.

The School shall maintain an accurate accounting of the racial and ethnic balance of students enrolled in the School. Such data shall be reviewed by School administration

and the Board of Trustees at least annually, whereby modifications to the recruitment and outreach efforts described above may be made.

VIII. STUDENT ADMISSIONS POLICIES AND PROCEDURES

“Admission requirements, if applicable.”

- California Education Code Section 47605(b)(5)(H)

The School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics). Admission to the School shall not be determined by the place of residence of the pupil, or of his or her parent or guardian, within the State, except in the case of a public random drawing.

The application process is comprised of the completion of a student enrollment application. No test or assessment shall be administered to students prior to acceptance and enrollment into the School.

Following selection for admission pursuant to public random drawing, the registration process includes the following:

- Proof of immunization
- Home Language Survey
- Completion of an Emergency Medical Information Form

Open Enrollment and Public Random Drawing

The School shall admit all pupils who wish to attend the School subject only to capacity. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open application period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In this event that this occurs, the School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

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

- 1) Residents of the San Francisco Unified School District
- 2) Siblings of currently enrolled students
- 3) Children of paid staff of the School

Students qualifying for more than one preference group will be considered part of the highest preference in which they qualify. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year.

IX. INDEPENDENT FISCAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved.”

- California Education Code Section 47605(B)(5)(I)

The Flex Public Schools Board of Trustees will select an independent financial auditor and oversee audit requirements.

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

The auditor will have, at a minimum, a CPA and educational institution audit experience, and will be approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices and review the school’s internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor’s findings will be forwarded to the charter authorizer, County Superintendent of Schools (if separate from the District), the State Controller, and to the California Department of Education’s Audit Resolution Office by the 15th of December of each year. The Head of School, along with the audit committee, if any, will review any audit exceptions or deficiencies regarding the School and provide recommendations on how to resolve them. The Board will submit a report to the charter authorizer describing how the exceptions and deficiencies, if any, have been or will be resolved along with an anticipated timeline for the same. The Board and its designee will work with the charter authorizer to ensure that all audit exceptions and deficiencies are resolved to the satisfaction of the charter authorizer.

Any disputes regarding the resolution of audit exceptions or deficiencies will be referred to the dispute resolution process specified in this charter or, if applicable, submitted to the Education Audit Appeal Panel (EAAP) in accordance with applicable law. The independent financial audit of the School is a public record to be provided to the public upon request.

X. SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.”

- California Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the School. In creating this policy, the School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Such changes will not be regarded as a material change of the charter.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. 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 the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The School administration shall ensure that 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 Procedures are available on request at the Head of School's office.

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 Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all

applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom 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.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

Subject to further revision and change consistent with applicable laws, the current enumerated offenses are:

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - 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, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - 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.
 - g) Stole or attempted to steal school property or private property.

- 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 his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to

commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a

person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. 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.

w) A pupil 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 pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or

serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

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

- 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, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell 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.
- g) Stole or attempted to steal school property or private property.

- 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 his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to

commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a

person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. 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.

w) A pupil 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 pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or

serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

If it is determined by the Board of Trustees that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure

Subject to further revision and change consistent with applicable law, suspensions shall be initiated according to the following current procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or the Head of School's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or School employee who referred the student to the Head of School or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for 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 Head of School or Head of School’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Flex Public Schools Board of Trustees or its designee such as the Head of School following a hearing before it or its designee, or by the Board upon the recommendation of an Administrative Panel to be assigned by the

Board or designee as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board or Board designee such as the Head of School for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

The 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 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 pupil.

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

conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made 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, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the School as the Flex Public Schools Board of Trustees' or a Board designee's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from the 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 year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Head of School or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

The 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 who the School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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 parents 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 School, the parent, 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 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:

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

If the School, the parent, 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 result of the failure to implement the IEP/504 Plan, then the 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 of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the 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 or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 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 USC 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 IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.

- c. The child's teacher, or other 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 School supervisory personnel.

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

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

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

XI. EMPLOYEE RETIREMENT BENEFITS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”

- California Education Code Section 47605(b)(5)(K)

Full-time certificated teachers participate in the State Teachers’ Retirement System (“STRS”), and full-time classified staff may participate in a 403(b) program or other similar retirement program pursuant to employment policies approved by the Flex Public Schools’ Board of Trustees, such programs being provided at the complete discretion of the Board. All part-time staff participate in the federal social security system, as required.

XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

- California Education Code Section 47605(b)(5)(L)

No student may be required to attend the School. Students who reside in the District and who opt not to attend the 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 and guardians of each student enrolled in the School are informed that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in the School, except to the extent that such a right is extended by the local education agency.

XIII. EMPLOYEE RETURN RIGHTS

“A description of the rights of any employee of the district upon leaving the employment of the school district to be employed by the charter school, and of any rights of return to the school district after employment of the charter school.”

- California Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at the School. Employees of the District who choose to leave the employment of the District to work at the School will have no automatic rights of return to the District after employment by the School unless specifically granted by the District through a leave of absence or other agreement. School employees shall have any right upon leaving the District to work in the School that the District may specify, any rights of return to employment in a school district after employment in the School that the District may specify, and any other rights upon leaving employment to work in the School that the District determines to be reasonable and not in conflict with any law.

All employees of the School will be considered the exclusive employees of Flex Public Schools and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the School. Employment by the School provides no rights of employment at any other entity, including any rights in the case of closure of the School.

XIV. DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.”

- California Education Code Section 47605(b)(5)(N)

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

Public Comments

All parties are encouraged to refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process as described herein, unless otherwise required by law.

Disputes Between the School and the Charter Authorizer

The School proposes the following dispute resolution procedure in the case of a dispute, but understands that it cannot legally bind the charter authorizer to a procedure to which the charter authorizer does not agree. Thus the School agrees to finalize the dispute resolution procedure in an MOU to be agreed upon by the charter authorizer and the School.

In the event of a dispute between the School and charter authorizer related to the provisions of the charter, School staff and the Board of Trustees, and the charter authorizer, agree to first frame the issue in written format (“dispute statement”) and refer the issue to the designee of the charter authorizer and the SF Flex Academy Head of School (“Head of School”).

In the event the charter authorizer believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, the School requests that this be specifically noted in the written dispute statement, but the School is aware that the charter authorizer is not legally bound to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the charter authorizer’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Head of School and the charter authorizer’s designee shall informally meet and confer in a timely fashion (not later than ten (10) school days from receipt of the dispute statement) to attempt to resolve the dispute.

In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the charter authorizer's designee and the Head of School and attempt to resolve the dispute. The joint meeting shall be held within fifteen (15) school days from the informal meeting.

If this joint meeting fails to resolve the dispute, the charter authorizer's designee and Head of School shall jointly identify a neutral, third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the charter authorizer's designee and the Head of School. Mediation shall be held within thirty (30) school days of the joint meeting. All dates within this section can be amended by written mutual agreement or necessity due to mediator scheduling.

The School represents that it is committed to working with the charter authorizer and its designees in a spirit of cooperation, and the School agrees to have matters unable to be resolved may be referred to a mutually agreed upon legally licensed mediator at standard cost and that any costs and fees other than attorney's fees associated with the mediation shall be shared equally by the parties.

If mediation fails, either party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any other remedy available under the law. All timelines and procedures described herein may be revised upon mutual written agreement of the charter authorizer and the School.

If the School's charter authorizer is the State Board of Education ("SBE"):

- The dispute resolution procedures described above may be amended to include any specific provisions the SBE determines necessary and appropriate in recognition of the fact that the SBE is not a local educational agency ("LEA").
- The School recognizes that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified herein, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.
- The School recognizes that 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 SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

Uniform Complaint Procedure

The School is responsible for establishing and maintaining a Uniform Complaint Procedure which is distributed to parents/guardians at the time of student enrollment. The charter authorizer will refer all complaints it receives back to the School for investigation and processing in accordance with Board-adopted policies, and may request additional information from the School regarding complaints that allege matters that may constitute possible grounds for charter revocation.

XV. EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).”

- California Education Code Section 47605(b)(5)(0)

Flex Public Schools shall be deemed the exclusive public school employer of the employees of the School for the purposes of EERA. Flex Public Schools shall comply with the EERA.

Persons employed by the School shall not be considered employees of the charter authorizer for any purposes whatsoever. Flex Public Schools maintains full responsibility and liability for hiring and retention purposes for all employees of the School. Employees of any third party vendors or service providers are neither employees of the School nor the charter authorizer.

XVI. CLOSURE PROTOCOL

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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.”

- California Education Code Section 47605(b)(5)(P)

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

The Board will promptly notify parents and students of the School, the District/County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board 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 School will provide parents, students and the charter authorizer 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 the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the charter authorizer to store original records of the School's students. All student records of the School shall be transferred to the charter authorizer upon School closure. If the charter authorizer will not or cannot store the records, the School shall work with the charter authorizer to determine a suitable alternative location for storage.

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

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

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

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

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

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the 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.

As specified by the Budget in Supplemental Document 11, the School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

B. Budgets and Financial Reporting

“The petitioner or petitioners 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.”

- California Education Code Section 47605(g)

The following materials are included in Supplemental Document 11:

- A projected budget for five years
- Cash flow and financial projections for the next three years of operation.
- A narrative describing the above

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

The School shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by the charter authorizer:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the charter authorizer, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the charter authorizer shall include an annual statement of all the School’s receipts and expenditures for the preceding fiscal year.
- All attendance reports: 20 day, P-1, P-2 and annual.

B. Insurance

The School purchases and maintains general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The charter authorizer shall be named as an additional insured on all policies of the School. Copies of certificates of insurance shall be provided to the authorizer upon request.

C. Administrative Services

“The manner in which administrative services of the school are to be provided.”

- California Education Code Section 47605(g)

The School does not anticipate purchasing any administrative services from the charter authorizer, but we will fairly evaluate any offer of services from the charter authorizer against any other offers for similar services from third party providers.

The School contracts with K12 Inc. or a similar provider for some or all of the following administrative and educational services which may be required for the School, and which include, but are not limited to, the following:

- School Administration (e.g. Head of School, Academic Administrator, etc.)
- Providing and monitoring the student management system used to keep student’s daily, periodic, and annual academic results
- Curriculum
- Curriculum Materials
- Placement, lesson, unit, and semester assessments
- Provide support on academic data analysis as needed
- Accounting and payroll management
- Federal and state grant writing and reporting
- Human Resources (benefits, etc.)
- Develop best practices for school safety and other school procedures
- Teacher Recruitment
- Student support services
- Handling all compliance, including required legal and financial filings
- Handling charter submission and renewal
- Researching, locating, arranging financing, possibly leasing, and preparing a suitable facility (the “Facility”) for the operation of the school
- Researching, providing or preparing for any future expansion of the Facility to accommodate the growth
- Providing professional development training for certain employees of school
- Preparing and supervising the annual budget
- Marketing for student enrollment
- Supervising the parent coordinator and parent involvement

- Public Relations
- Technology support

Any services to be provided by K12 Inc. are on a fee-for-service basis, and the contract is fully revocable by the Flex Public Schools Board of Trustees. A copy of the current contract with K12 Inc. is available upon request.

D. Facilities

“The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.”

- California Education Code Section 47605(g)

The School is currently located in the Bayview community of San Francisco, 1195 Hudson Avenue, San Francisco, California 94124, in the Gloria R. Davis building through a Proposition 39 agreement with the San Francisco Unified School District. The facility consists of approximately 7 classrooms, offices, a library, a gym and a cafeteria.

The School's current Proposition 39 facilities include enough space to accommodate all of the current and future students to be enrolled, and to provide the educational program as described in this charter. The School desires to continue the Proposition 39 agreement with the District as described above for the renewal charter term.

E. Term of the Charter

The term of this renewal charter shall commence on July 1, 2015 and shall end on June 30, 2020.

F. Potential Civil Liability Effects

“Potential civil liability effects, if any, upon the school and upon the District.”

- California Education Code Section 47605(g)

The School is operated by Flex Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

including monthly meetings, reporting, or other requested protocol to ensure the charter authorizer shall not be liable for the operation of the School.

Further, the School and the charter authorizer shall enter into a memorandum of understanding which shall provide for indemnification of the charter authorizer for the actions of the School under this charter. The corporate bylaws of Flex Public Schools provides for indemnification of the Board, officers, agents, and employees, and the School will maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the authorizer and the School's insurance company for schools of similar size, location, and type of program. The charter authorizer shall be named an additional insured on the general liability insurance of the School.

The Flex Public Schools Board and School staff will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

CONCLUSION

By approving the renewal of this charter, the charter authorizer will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools.

SF Flex Academy is eager to work independently, yet cooperatively, with the charter authorizer to continue this new model of education. To this end, SF Flex Academy pledges to work cooperatively with the charter authorizer to answer any concerns over this document and to present the charter authorizer with the strongest possible proposal for approval of the charter renewal. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607 and their implementing regulations, as applicable.