This document was provided, as is, to the California Department of Education (CDE) by Phoenix Charter Academy. This document is posted to the CDE Web site to meet the legal requirements of California Education Code Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.
PHOENIX CHARTER ACADEMY

Charter School Petition

For the term of July 1, 2017 to June 30, 2022

Submitted on March 10, 2017

To the Board of the Shasta Union High School District
## TABLE OF CONTENTS

List of Appendices .............................................................................................................. 4
Affirmations & Declaration ................................................................................................. 5
Element A: Educational Program ....................................................................................... 8
  Mission ............................................................................................................................... 8
  Basic Learning Environment and Personalized Learning Model ................................... 8
  Whom the School is Attempting to Educate: Target Student Population .................. 9
  What it Means to Be an Educated Person in the 21st Century .................................... 10
  How Learning Best Occurs ............................................................................................... 10
  Instructional Approach and Educational Philosophy ..................................................... 11
  Curriculum ....................................................................................................................... 12
    Elementary School ......................................................................................................... 12
    Middle School ................................................................................................................. 13
    High School ................................................................................................................... 13
  Teaching Methods ............................................................................................................. 14
  Instructional Design .......................................................................................................... 14
    Nonclassroom-Based Independent Study .................................................................... 14
  Program Implementation .................................................................................................. 15
  Parent′s Role in the Educational Program ..................................................................... 16
  Resource Center ............................................................................................................... 16
  High School Programs .................................................................................................... 17
  Transferability and Eligibility of Courses ..................................................................... 18
  Serving Students Who Are Academically Low Achieving ............................................. 18
  Serving Students Who Are Academically High Achieving ............................................ 19
  Serving English Learners ................................................................................................. 20
    Home Language Survey ............................................................................................... 20
    Reclassification Procedures ......................................................................................... 20
    Strategies for English Learner Instruction and Intervention ...................................... 21
    Monitoring and Evaluation of Program Effectiveness .................................................. 21
  Serving Students with Disabilities .................................................................................... 22
    Overview ....................................................................................................................... 22
    Section 504 of the Rehabilitation Act ......................................................................... 23
    Services for Students under the “IDEA” ................................................................... 24
Charter School Goals and Actions to Achieve the Eight State Priorities.............................................................................. 27
Element B and Element C: Measurable Student Outcomes and Methods of Assessment...................................................... 28
Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities ................................................................. 28
Additional Methods of Assessment and Assessment Philosophy........................................................................................................ 36
Academic Assessment Focus......................................................................................................................................................... 37
Use and Reporting of Data......................................................................................................................................................... 38
Element D: Governance Structure .................................................................................................................................................. 39
Board of Directors................................................................................................................................................................. 39
Element E: Employee Qualifications ....................................................................................................................................... 44
Executive Director........................................................................................................................................................................ 44
Teachers .................................................................................................................................................................................... 44
Instructional Support Staff ........................................................................................................................................................... 45
Front Office Personnel.................................................................................................................................................................. 46
Librarian / Assistant to Administration ...................................................................................................................................... 46
Administrative Assistant and Registrar ........................................................................................................................................ 47
Element F: Health & Safety Procedures ..................................................................................................................................... 48
Element G: Racial and Ethnic Balance ......................................................................................................................................... 51
Element H: Admission Requirements ............................................................................................................................................. 53
Element I: Independent Financial Audits ...................................................................................................................................... 55
Element J: Pupil Suspension and Expulsion procedures .............................................................................................................. 56
Element K: Employee Retirement Systems .................................................................................................................................... 74
Element L: Public School Attendance Alternatives ..................................................................................................................... 75
Element M: Employee Return Rights ......................................................................................................................................... 76
Element N: Dispute Resolution ..................................................................................................................................................... 77
Internal Disputes ......................................................................................................................................................................... 78
Element O: Closure Procedures ..................................................................................................................................................... 79
Miscellaneous Charter Provisions ................................................................................................................................................... 81
Budgets and Financial Reporting .................................................................................................................................................. 81
Administrative Services ................................................................................................................................................................. 82
Facilities ...................................................................................................................................................................................... 82
Potential Civil Liability Effects ....................................................................................................................................................... 82
Insurance .................................................................................................................................................................................... 83
Oversight .................................................................................................................................................................................... 83
Attendance Accounting ................................................................................................................................................................ 84
LIST OF APPENDICES

Appendix A  Independent Study Policy
            Master Agreement for Independent Study

Appendix B  High School Graduation Requirements

Appendix C  Four-Year Planning Checklist

Appendix D  Student and Parent Handbook

Appendix E  Sample Report Card

Appendix F  Articles of Incorporation
            Bylaws for Phoenix Charter Academy
            Conflict of Interest Code

Appendix G  Sample School Calendar
            Sample Meeting Calendar

Appendix H  Employee Handbook

Appendix I  Budget, Three-year Cash Flow and Financial Projections

Appendix J  Petition Signatures and Letters of Support
AFFIRMATIONS & DECLARATION

As the authorized lead petitioners, I, Justin Spears and Timothy Baugh, hereby certify that the information submitted in this petition for a California public charter school to be named Phoenix Charter Academy ("PCA" or the "Charter School"), and to be authorized by the Shasta Union High School District ("SUHSD" 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, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Phoenix Charter Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives, a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall 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 to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.
• The Charter School shall meet or exceed the legally required minimum number of school days.
  [Ref. Title 5 California Code of Regulations Section 11960]

________________________________  ________________________
Justin Spears                     Date

________________________________  ________________________
Timothy Baugh                     Date
ELEMENT A: EDUCATIONAL PROGRAM

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

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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. Education Code Section 47605(b)(5)(A)(ii).

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

Mission

The mission of the Charter School is to provide a variety of innovative teaching methods and opportunities for teachers, parents/guardians, students, and community members to improve student learning through the personalized learning approach, which is distinguished from other learning models through its emphasis on uniquely tailored, personalized learning programs aligned to the individual needs of each student.

The Charter School’s goal is to enable students to become self-motivated, competent, and life-long learners who are contributing members of society equipped with reading, writing, computational, technological, and problem-solving skills necessary for success in a rapidly changing world. Beyond core academic skills, our mission is to help students to become self-motivated, competent, lifelong learners who can evaluate and employ different sources of information, manage their time and efforts effectively, complete increasingly difficult tasks, and view the community and world as their learning space.

Basic Learning Environment and Personalized Learning Model

The Charter School will serve students in kindergarten through 12th grade through a direct funded independent study, personalized learning education model. Unlike a traditional site-based school, students at the Charter School are not required to attend instruction at a facility. Instead, students may select from multiple nonclassroom-based options to develop an academic program that best suits their individual needs.
The Charter School provides nonclassroom based instruction as defined in Education Code section 47612.5(e). Accordingly, it complies with all applicable independent study laws and, as required, operates pursuant to an adopted independent study board policy, maintains a master agreement for each student, and files for a funding determination as a condition of funding. Attached as Appendix A, please find PCA’s draft independent study policy and master agreement.

The Charter School will provide a personalized learning educational model to serve the learning and developmental needs of students and families who are seeking individualized services and greater involvement in the education of their children. Currently in Shasta County, hundreds of students choose not to participate in the traditional school setting for a wide variety of reasons, including the desire for a more personalized approach.

The Charter School will seek membership in the APlus+ Network of Personalized Learning Schools, which will allow the Charter School to learn from, and contribute to, the network of personalized learning public charter schools throughout California. This membership will provide inspiration and ideas for continued program enrichment and staff development enhancing our ability to better serve our students. Teachers will work together with parents/guardians and students to assess needs, interests, and learning styles of students to plan thoroughly for student academic success based on the personalized learning model of education.

**Whom the School is Attempting to Educate: Target Student Population**

The Charter School will serve students in Shasta County and adjacent counties (Trinity, Siskiyou, Modoc, Lassen, Plumas, and Tehama) who are seeking a personalized student and family centered educational model. The Charter School will strive to achieve a racial and ethnic balance that reflects the general population residing within the territorial jurisdiction of the District.

The Charter School will target students and families who desire a standards-based, flexible, and personalized learning approach to education that uses independent study as the primary method of instruction. The Charter School will focus on supporting the following:

1. students who live in Shasta County and adjacent counties;
2. students who want flexibility and choice of learning materials;
3. students who prefer an independent study model with the support and accountability of a credentialed teacher and standards-based education;
4. students who are struggling academically in the traditional classroom setting;
5. students who are pursuing extracurricular and/or vocational goals; and
6. students who are seeking concurrent enrollment opportunities at Shasta College, or other online community colleges & universities.

The Charter School will be open to students of all ability levels, including but not limited to students with disabilities, low achieving students, and high achieving students. The Charter School will aim to work diligently to accommodate students who have ongoing health issues or physical handicaps who would otherwise struggle in a traditional school setting. The Charter School will establish the means and support necessary for each student to participate fully and excel in the educational program. The Charter School will not charge tuition or fees.
What it Means to Be an Educated Person in the 21st Century

An educated person in the 21st century is a self-motivated and competent lifelong learner. This person has met the appropriate standards in all core academic areas and can read, write, speak, and problem solve with clarity and precision.

The person can use technology and communication tools to access, manage, integrate, and evaluate information to construct new knowledge and meaning. The person can analyze, think critically, and maintain a sense of curiosity about the world around him or her.

The person understands the interrelationship of history, science, literature, and the arts. The person has determined goals and direction for the future, while celebrating his or her strengths.

The Charter School’s goal is to help instill in students a desire to use their knowledge and skills to benefit their local and global communities. The Charter School believes that the following habits and attitudes are essential for an educated person in the 21st century:

- accepting responsibility for personal decisions and actions;
- academic honesty;
- the ability to face challenges with courage and integrity;
- a healthy lifestyle;
- courtesy and empathy for others and respect for differences among people and cultures;
- self-confidence and willingness to risk setbacks in order to learn;
- concentration and perseverance;
- self-motivation and competence;
- managing time responsibly;
- seeking a fair share of workload; and
- working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

How Learning Best Occurs

The Charter School believes that learning best occurs under the following circumstances.

- The Charter School implements a variety of instructional modalities that enhance multiple intelligences and holds students to high academic and behavioral standards.
- Students have a Teacher of Record (“TOR”) to facilitate and oversee the instructional program and opportunities for supplemental instruction and support in small group settings.
- Direct, systematic, and repetitious instruction occurs in a one-to-one or small group format.
- Assessments and records are utilized for proper individualized placement.
- Students have access to a variety of learning approaches, including independent study, small group instruction, tutoring, online courses, Entrepreneurship in Science, Technology, Engineering, Art and Mathematics (“eSTEAM”) coursework, community college classes, Regional Occupational Programs, and other enrichment opportunities.
- Students are permitted to work at their own pace while being challenged to stretch their capabilities.
- Students have access to college courses and vocational opportunities.
- The curriculum suits the needs and learning styles of each child, allowing alternative methods to achieve state standards.
- Enrichment opportunities such as research, apprenticeships, field trips, online classes, and use of technology and educational software are integrated with the curriculum.
- Students engage in conferences with parents/guardians and teachers.
- Parents/guardians, teachers, administrators, students and the community work together as a team to create a larger learning environment.
- Parents are involved and participate in the Charter School.
- All students can reach their fullest potential.
- Regular assessments measure student growth and progress and help inform any necessary modifications to the educational program to meet the students’ needs.
- Students have access to Science, Technology, Engineering, and Math (“STEM”) and eSTEAM courses.
- Special education programs and services are provided to any student identified as eligible.
- Students are appropriately placed in intervention programs like Response to Intervention (“RTI”), and Multi-tiered Supports and Services (“MTSS”).
- Specialized Academic Instruction (SAI) and remediation classes, with support from PCA’s Special Education Staff (SPED).
- Students can pursue blended learning opportunities.

**Instructional Approach and Educational Philosophy**

The Charter School will provide an educational model for students in kindergarten through twelfth grade who prefer to be in an alternative educational setting. The Charter School utilizes a personalized learning, independent study model. This educational approach is recognized by the California State Senate in Senate Resolution 36, adopted July 12, 2004, as an innovative and distinguished learning model and defined herein.

This approach supports individual development through choice of curriculum aligned with state standards, engages parents/guardians along with students in goal setting and learning, and allows for instruction to occur at home, at our resource center, within the community, and through distance learning. The key to success in personalized learning is an assigned certificated TOR who guides students and parents/guardians through the individualized curriculum and learning methods. Our approach encourages students to be highly involved in the education process, thereby becoming self-motivated, competent, lifelong learners.

It is our goal that all students will become proficient in the following:

**California State Standards:** Graduates will demonstrate course-work knowledge and performance that is consistent with the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), and other applicable state content standards.
Performance-based Skills: Graduates will be effective readers, writers, speakers, communicators, and problem solvers.

Life-long Learning Skills: Graduates will be constructive thinkers, effective communicators, informed decision makers, functional producers, and responsible citizens.

Our educational philosophy includes key attributes that comprise the personalized learning model based upon a solid foundation of the latest educational research findings as to how students learn most successfully. These include a strong emphasis on parental/guardian involvement, small group learning, one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent/guardian development programs, and choices in curriculum programs.

Curriculum

The Charter School utilizes the most current state adopted resources for instruction, but does not limit itself to only those choices. PCA maintains a curriculum library that has most of the current state-adopted materials, supplemental materials, remediation curriculum, and intervention curriculum, as well as enrichment materials for our students. We also have a lending library with print, audiovisual, and other resources available for student and family research and recreational reading and viewing. For ordering materials, we use an online system. This ordering system is an efficient means for our staff members to order curricula for our students. Our curriculum orders are based on our students’ needs. All textbooks and non-consumable resources are loaned to the student and must be returned at the end of each school year, semester, or as specified in school policies. As curriculum is purchased, non-consumable items are catalogued, which allows us to track our resources. This system also serves as our library catalog. Our goal is to continue to order curricula, which enhances the availability of current research-based materials for our students to check out. Below is a limited list of some of the curriculum available; a full list shall be made available to the District any time upon request:

**Elementary School**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td><em>Treasures</em>, Macmillan/McGraw-Hill (K-5)</td>
</tr>
<tr>
<td>Science</td>
<td><em>California Science</em>, Pearson (K-5)</td>
</tr>
<tr>
<td>History-Social Science</td>
<td><em>Reflections</em>, Harcourt (K-5)</td>
</tr>
</tbody>
</table>
### Middle School

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td><em>Literature: California Treasures</em>, Glencoe (6-12)</td>
</tr>
<tr>
<td>Mathematics</td>
<td><em>Core Connections</em>, Course 1, Course 2, Course 3; CPM (6-8)</td>
</tr>
<tr>
<td>Science</td>
<td><em>California Science</em>, Holt (6-8)</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>California Social Studies, Holt (6-8)</td>
</tr>
</tbody>
</table>

### High School

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td><em>Literature: California Treasures</em>, Glencoe (6-12)</td>
</tr>
<tr>
<td>Mathematics</td>
<td><em>Core Connections: Integrated I, II and III</em>, CPM</td>
</tr>
<tr>
<td>Science</td>
<td><em>Earth Science: Geology, the Environment, and the Universe</em>, Glencoe/McGraw-Hill (9)</td>
</tr>
<tr>
<td></td>
<td><em>Biology</em>, California Edition; Glencoe (10)</td>
</tr>
<tr>
<td></td>
<td><em>Chemistry: Matter and Change</em>, Glencoe (11)</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>California Social Studies, Holt (6-8)</td>
</tr>
<tr>
<td></td>
<td><em>World History and World History and Geography in Modern Times</em>, Glencoe (9-10)</td>
</tr>
<tr>
<td></td>
<td><em>American History: The Americans</em>, California Edition; McDougal Littell (11)</td>
</tr>
<tr>
<td></td>
<td><em>Magruder’s American Government</em>, Prentice Hall</td>
</tr>
</tbody>
</table>

### Minimum Graduation Requirements (See Appendix B)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>40</td>
<td>4 years</td>
</tr>
<tr>
<td>World History</td>
<td>10</td>
<td>1 year</td>
</tr>
<tr>
<td>U.S. History</td>
<td>10</td>
<td>1 year</td>
</tr>
<tr>
<td>Government</td>
<td>5</td>
<td>1 semester</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>1 semester</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
<td>3 years</td>
</tr>
<tr>
<td>(must include one year of Algebra or Integrated I and II and III)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
<td>1 year</td>
</tr>
</tbody>
</table>
Physical/Earth Science 10 credits 1 year
Humanities 10 credits 1 year
(Foreign Language and/or Visual/Performing Arts)
Physical Education 20 credits 2 years
Health 5 credits 1 semester
Technology/ 10 credits
Vocational Skills/
Life Skills

Teaching Methods

Teaching methods are delineated on the student assignment and work Record. Examples of teaching methods include but are not limited to: independent reading, textbook activities, problem solving, study projects, drill & practice, experiential learning, computerized curriculum, web/Internet research, library research, and field trips.

Instructional Design

Nonclassroom-Based Independent Study

The Charter School offers a nonclassroom-based, independent study educational program that provides students a variety of options to meet their personal needs and goals.

All independent study core courses are taught by appropriately credentialed teachers who develop a customized curriculum, mentor parents/guardians as they instruct their children, and monitor student outcomes. The independent study program may occur entirely at home (home school), or may include participation in direct instruction, electives, tutoring, remediation, labs, or group projects at PCA’s resource center. Students may also pursue concurrent enrollment in college courses, blended learning courses, or online courses.

In addition to independent study coursework, students may participate in extra-curricular activities, either at the PCA resource center or at third-party locations.

Students will have access to a library of curriculum aligned to the CCSS, NGSS, and other applicable state standards for use through a computerized data management system.

The Charter School’s program will utilize these core instructional components in a personalized program in order to fulfill the Charter School’s mission to prepare students for college, work, and citizenship. These components will prepare students to complete rigorous college level work that is meaningful and relevant to fulfill each student’s personal goals and interests. This tight connection between knowledge and application are fostered through a personalized learning model founded on strong parent/guardian/student/ teacher relationships.

Educational options are available to all students, giving each student and parent/guardian the ability to design a program that will provide an education that allows the student to excel academically and socially. High School students who meet specified GPA requirements are able
to concurrently enroll and attend community college classes and may earn credit toward their college graduation while simultaneously earning high school credits. Many of our students participate with our local community college, as well as numerous other colleges/universities that offer online courses.

Curriculum that is approved by the State of California and aligned directly to the standards will be provided for each core subject. Recommended and state adopted texts will be available at the Resource Center. At such a time when additional copies are required, the Charter School will purchase them. If a student is not showing academic progress utilizing the educational options selected, other options are considered. Evaluation of the student’s individualized learning plan and effectiveness of curriculum choice is an ongoing process. As an example, an elementary student identified as academically disadvantaged in reading skills may have his or her curriculum supplemented with a phonics remediation program such as Total Reading or may be enrolled in remediation instruction and/or attend tutoring sessions on site. Any alternative option is aligned to the state standards through careful planning between the teacher and parent/guardian, and recorded using the computerized data management system as explained below.

**Program Implementation**

Prior to enrollment, interested parents/guardians and/or students will be invited to attend an informational meeting with staff members to ensure that the parents/guardians and students understand the personalized learning, independent study model. A teacher is designated to be the TOR for that student. This teacher is the primary monitor of the student’s instruction.

At enrollment, our personalized learning, independent study approach begins with a careful analysis of the student’s individual needs to form an educational plan. The TOR, parent/guardian, and the student have an initial meeting to identify any specific learning modalities and passions of the student. Students with disabilities also participate in this process. To determine academic strengths and weaknesses, previous state assessment data, grades, and benchmark assessments in language arts, reading and mathematics, are collected after a student has been enrolled at PCA. Based on the data, the team engages in planning and goal setting. Charter School teachers receive training to select appropriate curriculum and to guide students into the correct courses with the intention of completing all requirements for an eighth-grade promotion and a high school diploma while remaining sensitive to the student’s life goals.

Students who are performing at or above grade level standards are challenged to expand their learning opportunities and to pace themselves to achieve maximum success. Students who are performing below grade level enter into the Response to Intervention (“RTI”) Program, which may include weekly meetings with the teacher, a tutor, and/or regular participation in appropriate direct instruction. The team of student, parent/guardian, and TOR continues to confer a minimum of twice every thirty-five school days. To determine the student’s academic progress for each learning period, as well as, how that will fit into his/her overall goals.

Parents/guardians, students, and teachers enter into a Master Agreement (see Appendix A), guiding instruction throughout the term. The Master Agreement specifies the courses to be completed as well as other mandatory requirements. At the elementary level, all students must complete a full
standards-based language arts, math, science, social studies, and physical education course. High school students must enroll in courses that will lead to a high school diploma as outlined in our high school graduation requirements. If a student with disabilities has an individualized education program (“IEP”) that states a Certificate of Completion, modifications are implemented per the student’s IEP. Elementary students receive instruction at their academic levels, using grade level curriculum.

Following enrollment, the parent/guardian, student, and TOR meet regularly to make assignments, evaluate progress, and utilize assessments to inform ongoing instruction. Proficiency monitoring is recorded in each learning area during the learning period meeting. The team discusses goals for the learning period, completion of assignments, cooperation and proactivity of the student, and goals for the next month. The TOR records whether all assignments are complete, and indicates in the report whether the student is attaining goals by commenting on progress in the evaluation section of the report. A minimum of 80% of the assignments in each subject are completed, or a Missing Assignment Report (“MAR”) is issued. If an MAR is issued, mandatory weekly meetings are implemented, and the parent/guardian, student, and TOR will begin to evaluate ways to improve the students’ success. Upon receipt of a third MAR, a meeting is set up to re-evaluate whether this program is a proper placement for the student.

**Parent’s Role in the Educational Program**

Parent/guardian involvement is critical, and parents/guardians will be mentored by the teacher at each meeting and participate in ongoing training opportunities. If the student is not performing successfully, the team works together to choose from other program options. Parents/guardians who enroll their children in the Charter School will participate with the staff in determining their child’s educational program and goals. The parents/guardians will serve as co-educators in their children’s learning program having the opportunity to play an active role in the governance and policy development of the school.

The Charter School will communicate with parents through the following methods.

1. Ongoing communication with the TOR.
2. Student and Parent Handbook – A handbook that is updated yearly by the Advisory Council and ratified by the Board of Directors
3. Website – Offers various resources for academic guidance
4. Newsletters – Sent out once a month and offer periodic updates, schedules, and other pertinent information

**Resource Center**

As indicated, above, students may attend the resource center for various activities related to their independent study program, including direct instruction, electives, tutoring, remediation, labs, or group projects.

Students may also attend the resource center to pursue extra-curricular activities based on student interest, such as violin, music or art lessons. Extra-curricular activities will be offered to satisfy
student interest and need, and will be based upon age level, skill level, and other appropriate determining measures.

All activity at the resource center will occur in small group settings for direct, systematic, repetitious enhancement. Small groups allow teachers to offer personalized learning to students where experimentation and creativity is fostered and enhanced. Research documents the benefits of such structures as having a positive effect on student achievement, mental health, and student attitudes toward school for all students and especially for the students of disadvantaged, underachieving, and lower socio-economic backgrounds.

The Charter School’s resource center will have computer labs, a library for students to access curriculum, fiction and nonfiction books (for pleasure and academic research), hands-on and manipulative materials, educational software, and multimedia resources available for checkout.

**High School Programs**

The Charter School’s graduation requirements and high school course of study are aligned with college admission requirements and will be consistent with WASC guidelines. Students entering the high school program through our own K-12 program, as well as those who transfer from other high schools, will meet with the TOR to establish a high school graduation plan. Students are assigned to a certificated teacher in each of the core subjects. Students can elect to pursue general education requirements or college prep requirements. The Charter School’s college prep classes will be approved to meet UC/CSU “a-g” subject requirements. The Charter School will submit new courses to increase the number of “a-g” courses offered to college-bound students and update the list of approved courses annually. (See Appendix C, Four-Year Planning Checklist)

Our Student and Parent Handbook (see Appendix D) includes a recommended course of study for graduation and for college admission. For newly enrolling high school students, discussion of the impact of previous student coursework occurs during the pre-enrollment interview as well as ongoing teacher and student meetings. Issues include:

1. How this new student’s coursework from his/her previous school fits into the Charter School’s graduation requirements
2. How to create and implement a personalized learning plan based on their previously completed coursework
3. How to best plan that student’s coursework to fit into his or her personal goals, including a career plans and transition plan for post-graduation
4. How to fit each student’s learning plan into his/her more immediate goals, which may include transference back to their local, comprehensive high school. For instance, a sophomore planning to transfer to their local high school as a junior would be wise to take World History which is typically (if not always) a sophomore level class. This would allow enrollment in U.S. History as a junior with his/her peers.

It is our goal that graduates from the Charter School are equipped with strong academic skills and well developed computer and network/research skills, enabling them to qualify for jobs in an economy that is increasingly technology-centered.
This Charter School will develop relationships with corporations, foundations, and organizations that can facilitate the highest quality educational opportunities for the enhancement of both the academic program and personal growth through apprenticeships and community service in business and professional environments prior to graduation.

Transferability and Eligibility of Courses

The Charter School informs parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements in the Student and Parent Handbook, upon enrollment, and the beginning of each semester.

Professional Development

The Charter School’s teachers will be facilitators of student learning and instructors who can diagnose and assess student progress. Regular professional development will be a routine part of the Charter School’s program. The detailed, formalized training will begin for new teachers at the time of hire. New teachers will receive training in the Independent Study/Personalized Learning approach in addition to the staff training in August that includes all teachers. New teachers are assigned a mentor teacher to assist with becoming a successful, effective TOR. The Charter School will also participate in Beginner Teacher Support and Assessment (“BTSA”) through the El Dorado County SELPA to support new teachers credentialing requirements. The Charter School will create a strong team atmosphere that supports each teacher successful professionalism.

Workshops for all teachers will include professional development in key aspects of Personalized Learning and curriculum development. Training will also focus on the analysis of CCSS data, as well as setting school-wide and individual student goals. Monthly staff meetings/trainings may include, but will not be limited to curriculum support, collaboration, and individual student progress analysis. Periodically throughout the year, the Charter School will have staff meetings/trainings with a focus that will reflect the current needs of the staff with regard to future planning and changing student needs. In June, TORs participate in meeting/trainings to evaluate school year effectiveness, planning for next year, and a review student information system issues.

Serving Students Who Are Academically Low Achieving

The Personalized Learning approach is inherently well suited for addressing the needs of students who appear to present low academic achievement. Student’s assessments are completed and evaluated at enrollment. Identifying any academic challenges and/or problematic academic proficiencies. Low achieving students can be identified through regular meetings with the teacher, or through a conversation with the parent/guardian or with a resource center colleague. Appropriate remediation curriculum is selected to meet the needs of the student with an individualized plan developed to address areas of concern. Weekly tutoring and/or resource center support/instruction is required for students who are academically low achieving.

Remediation for students identified in language arts, math, science or social studies will include one or more of the following options:
1. Weekly tutoring in identified areas
2. Participation in enrichment activities at the Resource Center for direct, systematic, and repetitious instruction
3. Completion of diagnostic assessment tools that identify learning gaps and provide targeted skill-building instructional worksheets
4. Use of curriculum supplemental materials
5. Online computer based skills building curriculum
6. Convening a Student Success Team (“SST”)

All teachers are trained to give attention to students who are academically low achieving. Using the Pre-Referral Intervention Manual (“PRIM”) as a guide, learning problems are identified and strategies implemented to help the student succeed in the regular education program as identified above. Student progress toward the goals and objectives are monitored and documented by the TOR. If the student is successful with these interventions, the process continues at that level. If it appears that the student is not successful with the applied interventions, a formal referral for an SST is submitted. Through the SST process, goals and objectives, and curriculum are evaluated further defined and monitored. Regular follow-up meetings are determined. If the student is not showing improvement, after the implementation of an RTI program, a referral for assessment for special education services is discussed and submitted. The SST process helps us monitor all our students within the Personalized Learning model, assuring academic progress and successful achievement.

**Serving Students Who Are Academically High Achieving**

The Personalized Learning approach is also inherently well-suited for addressing the needs of students who are academically high achieving. Students are assessed and evaluated at enrollment to identify high achievement proficiencies.

Students who are high achieving and self-motivated are pro-active in selecting projects and establishing timelines for completing work. In collaboration with the team of parent/guardian/student/teacher, the following options are available:

1. Weekly tutoring in challenging classes
2. Participating at the Resource Center in enrichment activities designed to meet the needs of accelerated students
3. Use of curriculum supplements that are designed to challenge high-achieving students
4. Attending classes at the community college, or completing accelerated curriculum online
5. Online computer based programs in advanced courses including AP courses

PCS encourages all students to participate with their credentialed teacher to enhance their understanding, and skills in all core subject areas. The Charter School also uses a variety of state adopted curricula, which include customized instruction for universal access to less proficient students, English learners, and advanced students. Teachers attend numerous trainings throughout the year designed to enhance their ability to personalize instruction for each type of learner, PCS
is also in the development phase to complete integration of STEM educational skills within all subject areas.

**Serving English Learners**

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as they pertain 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 Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

**Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School. The home language is included within the enrollment packet.

**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 enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

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

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

**Reclassification Procedures**

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.

---

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.
• 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.

Strategies for English Learner Instruction and Intervention

EL students will be referred to the Charter School’s Director to ensure that he/she is assigned to a qualified TOR who holds Cross-cultural Language and Academic Development (“CLAD”) or Bilingual Cross-cultural Language and Academic Development (“BCLAD”) certification.

All programs chosen for an EL student will address the progress of the student through these four important steps to English mastery.

1. Oral, Aural, Reading, and Writing Comprehension
2. Oral Language Production
3. Guided Reading and Writing
4. Independent Reading and Writing

The Charter School will consider the individual student’s needs and learning style, and the family’s needs when choosing the instructional approach. The Charter School ensures that its EL students will have full access to the school’s curriculum.

Instruction will be primarily in English, utilizing such approaches as Specially Designed Academic Instruction in English (“SDAIE”) to help ensure that EL students comprehend the curriculum material. EL students will also participate in additional instruction that focus exclusively on English language development skills, to be provided either in a tutoring program at home or on the school site with a CLAD or BCLAD certificated teacher using direct instruction and/or using specialized curriculum. The English Language Development (“ELD”) Standards will provide the basis for instruction. California Common Core Standards for ELs in grades K-12 will be utilized by the teacher to inform students and guide their instruction. These standards address English language developmental skills in listening, speaking, reading, and writing.

Monitoring and Evaluation of Program Effectiveness

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

• Adhering to Charter 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.

**Serving Students with Disabilities**

**Overview**

The Charter 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 (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School will be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will apply as an expansion school for membership with the El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School will provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA will not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School will receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

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

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

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. 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 Charter School.

A 504 team will be assembled by the Executive Director 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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

- Tests and other evaluation materials 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure 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 Charter School’s professional staff.
The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator 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.

**Services for Students under the “IDEA”**

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize 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 Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law.

**Staffing**

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be 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 Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified
pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement 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 Charter School will follow 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 IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; 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; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter 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 IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter 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 Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter 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 Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter 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 Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the 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 Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the 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 Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.
Non-Public Placements/Non-Public Agencies

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

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter 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 Charter School shall defend the case.

SELPA Representation

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

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element B/C of the charter for a description of the Charter School’s annual goals to be achieved in the Eight 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, in accordance with Education Code Section 47605(b)(5)(A)(ii).
ELEMENT B AND ELEMENT C: MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT

**Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the 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. Education Code Section 47605(b)(5)(B).

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

**Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both school-wide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the table below.

Each of these goals addresses the unique needs of all students attending the Charter School, including the anticipated numerically significant student subgroups. The metrics associated with these goals will help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Additionally, the Charter School shall annually update and develop the Local Control and Accountability Plan (“LCAP”) in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The 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 Charter 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))

<table>
<thead>
<tr>
<th>SUBPRIORITY A – TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE</strong></td>
</tr>
<tr>
<td><strong>SUBPRIORITY</strong></td>
</tr>
<tr>
<td>All teachers will be fully credentialed and appropriately assigned.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE</strong></td>
</tr>
<tr>
<td><strong>GOAL</strong></td>
</tr>
<tr>
<td>The Charter School maintains hiring and placement policies that ensure all teachers are fully credentialed and appropriately assigned.</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong></td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
</tr>
<tr>
<td>All teachers will be fully credentialed and appropriately assigned.</td>
</tr>
<tr>
<td><strong>METHODS OF</strong></td>
</tr>
<tr>
<td><strong>MEASUREMENT</strong></td>
</tr>
<tr>
<td>Teacher certifications and teacher assignments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE</strong></td>
</tr>
<tr>
<td><strong>SUBPRIORITY</strong></td>
</tr>
<tr>
<td>All students will have access to standards-aligned instructional materials.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE</strong></td>
</tr>
<tr>
<td><strong>GOAL</strong></td>
</tr>
<tr>
<td>The Charter School will purchase and make available standards-aligned instructional materials</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong></td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
</tr>
<tr>
<td>All students will have access to standards-aligned instructional materials.</td>
</tr>
<tr>
<td><strong>METHODS OF</strong></td>
</tr>
<tr>
<td><strong>MEASUREMENT</strong></td>
</tr>
<tr>
<td>Instructional materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBPRIORITY C – FACILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE</strong></td>
</tr>
<tr>
<td><strong>SUBPRIORITY</strong></td>
</tr>
<tr>
<td>School facilities will be maintained in good repair.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE</strong></td>
</tr>
<tr>
<td><strong>GOAL</strong></td>
</tr>
<tr>
<td>The Charter School with work with building management and keep all aspects in good repair.</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong></td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
</tr>
<tr>
<td>Facilities will be safe and in good repair.</td>
</tr>
<tr>
<td><strong>METHODS OF</strong></td>
</tr>
<tr>
<td><strong>MEASUREMENT</strong></td>
</tr>
<tr>
<td>Repair requests and tracking of fulfillment of the requests to ensure they are completed within a timely fashion.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #2—IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

<table>
<thead>
<tr>
<th>SUBPRIORITY A – CCSS IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE</strong></td>
</tr>
<tr>
<td><strong>SUBPRIORITY</strong></td>
</tr>
<tr>
<td>All credentialed teachers will participate in annual professional development for the implementation of CCSS.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE</strong></td>
</tr>
<tr>
<td><strong>GOAL</strong></td>
</tr>
<tr>
<td>Provide professional development opportunities for credentialed staff to gain knowledge and techniques in implementing the CCSS.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Methods of Measurement</td>
</tr>
</tbody>
</table>

**Subpriority B – EL Students & Academic Content Knowledge**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>All EL students will gain academic content knowledge through implementation of the CCSS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Offer student support through specialized curriculum and tutoring.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>All EL students will gain academic content knowledge through implementation of the CCSS.</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>EL student performance on the standardized benchmark assessment, CELDT, and CAASPP.</td>
</tr>
</tbody>
</table>

**Subpriority C – EL Students & English Language Proficiency**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>All EL students will gain English language proficiency through implementation of ELD curriculum and related instructional strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>EL students will increase English language proficiency from prior year.</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Standardized benchmark assessment, CELDT, and CAASPP.</td>
</tr>
</tbody>
</table>

**State Priority #3 – Parental Involvement**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

**Subpriority A – Achieving/Maintaining Parental Involvement**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Parents will increase their skill set to be able to successfully teach their children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Create and encourage attendance to parent trainings, which may include by are not limited to parent led groups, YouTube videos or webinars.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Increase in parent training and attendance at all family events.</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Sign in record of those in attendance of parent trainings.</td>
</tr>
</tbody>
</table>

**Subpriority B – Promoting Parent Participation**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Parents will increase their skill set to be able to successfully teach their children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Create and encourage attendance to parent trainings, which may include by are not limited to parent led groups, YouTube videos or webinars.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Increase in parent training and attendance at all family events.</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Sign in record of those in attendance of parent trainings.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #4—STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*

A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment
B. The California School Dashboard
C. Percentage of pupils who have successfully completed courses that satisfy 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**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></th>
<th>Students at every applicable grade level, including all student subgroups, will demonstrate progress on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Credentialed staff will be trained in the most effective instructional practices. Additional support will be provided to each student.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Students at every applicable grade level, including student subgroups, will demonstrate progress on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics, date of enrollment is a consideration.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>CAASPP</td>
</tr>
</tbody>
</table>

**SUBPRIORITY B – CALIFORNIA SCHOOL DASHBOARD**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></th>
<th>Students, including student subgroups, will demonstrate progress (or other applicable measure) in the state and local indicators, as mandated by the CA State Board of Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Instruction will incorporate testing strategies in preparation for the CAASPP.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Students, including student subgroups, will demonstrate progress (or other applicable measure) in the state and local indicators, as mandated by the CA State Board of Education, date of enrollment is a consideration.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>CAASPP Score reports; CA School Dashboard Reports.</td>
</tr>
</tbody>
</table>

**SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)**
<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUBPRIORITY</strong></th>
<th>Increase the number of classes that have been A-G approved.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE</strong></td>
<td><strong>GOAL</strong></td>
<td>Provide staff with training to write A-G courses.</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong></td>
<td><strong>OUTCOME</strong></td>
<td>More A-G course options available and more students taking A-G coursework.</td>
</tr>
<tr>
<td><strong>METHODS OF</strong></td>
<td><strong>MEASUREMENT</strong></td>
<td>High school transcript and Student Information System (SIS)</td>
</tr>
</tbody>
</table>

**SUBPRIORITY D – EL PROFICIENCY RATES**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUBPRIORITY</strong></th>
<th>Provide opportunities for EL students to make gains in language acquisition and content knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE</strong></td>
<td><strong>GOAL</strong></td>
<td>Offer student support through tutoring and specialized curriculum.</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong></td>
<td><strong>OUTCOME</strong></td>
<td>EL students will increase academic growth from prior year.</td>
</tr>
<tr>
<td><strong>METHODS OF</strong></td>
<td><strong>MEASUREMENT</strong></td>
<td>Standardized benchmark assessment, CELDT, CAASPP, and EL reclassification rates.</td>
</tr>
</tbody>
</table>

**SUBPRIORITY E – EL RECLASSIFICATION RATES**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUBPRIORITY</strong></th>
<th>Provide opportunities for EL students to make gains in language acquisition and content knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE</strong></td>
<td><strong>GOAL</strong></td>
<td>Offer student support through tutoring and specialized curriculum.</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong></td>
<td><strong>OUTCOME</strong></td>
<td>EL students will increase academic growth from prior year.</td>
</tr>
<tr>
<td><strong>METHODS OF</strong></td>
<td><strong>MEASUREMENT</strong></td>
<td>Standardized benchmark assessment, CELDT, CAASPP, and EL reclassification rates.</td>
</tr>
</tbody>
</table>

**SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUBPRIORITY</strong></th>
<th>Increase the number of classes that have been A-G approved.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE</strong></td>
<td><strong>GOAL</strong></td>
<td>Provide staff with training to write A-G courses.</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong></td>
<td><strong>OUTCOME</strong></td>
<td>More A-G course options available and more students taking A-G coursework.</td>
</tr>
<tr>
<td><strong>METHODS OF</strong></td>
<td><strong>MEASUREMENT</strong></td>
<td>High school transcript and Student Information System (SIS)</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #5—STUDENT ENGAGEMENT**

*Pupil engagement, as measured by all of the following, as applicable:*

A. School attendance rates

B. Chronic absenteeism rates
C. Middle school dropout rates (EC § 52052.1(a)(3))  
D. High school dropout rates  
E. High school graduation rates

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY A – STUDENT ATTENDANCE RATES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY C – HIGH SCHOOL DROPOUT RATES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY D – HIGH SCHOOL GRADUATION RATES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>

**STATE PRIORITY #6—SCHOOL CLIMATE**

*School climate, as measured by all of the following, as applicable:*

- **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

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></th>
<th>Students and parents complete yearly survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Create and implement a survey and provide access to all students and their parents.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Survey completion</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Rates of survey completion</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #7—COURSE ACCESS**

*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.*

*“Broad course of study” includes the following, as applicable:*

**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)

**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))

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></th>
<th>The Charter School will offer additional support for students identified as belonging to one or more subgroups.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Teachers will offer additional tutoring or Resource Center intervention classes to help with academic skills and improve success.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Increased success in academics.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Report cards, progress reports, benchmark assessment and CAASPP data.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #8—OTHER STUDENT OUTCOMES**

*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*

**SUBPRIORITY A – ENGLISH**

<p>| <strong>GOAL TO ACHIEVE SUBPRIORITY</strong> | Students will improve in critical reading skills such as fluency; close reading of both literary and informational texts, increasing the percentage of nonfiction materials read per year. Increase student writing output rates. Students are capable writers and can write to a variety of prompts. |</p>
<table>
<thead>
<tr>
<th>Actions to Achieve Goal</th>
<th>Initiate subject level committees to meet and create vertical alignment. This will ensure students preparedness for grade level requirements. Develop a Reading Level Conversion chart; begin labeling all reading materials in the library with Lexile and grade levels on the spine. Expand online reading program offerings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcome</td>
<td>Students will show improvement in ELA benchmarks. As part of our data collection, date of enrollment is a consideration.</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Benchmark assessments, CAASPP Data, Assignment and Work Record, Report Card</td>
</tr>
</tbody>
</table>

**Subpriority B – Mathematics**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Charter will increase the number of students showing growth in multiple measures – students will increase stamina to be able to solve multi-step and complex mathematical problems as well as improving in basic computational skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Initiate subject level committees. Create vertical alignment. This will ensure student preparedness for grade level requirements.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Students will show improvement in math benchmarks. As part of our data collection, date of enrollment is a consideration.</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Benchmark assessments, CAASPP Data, Assignment and Work Record, Report Card</td>
</tr>
</tbody>
</table>

**Subpriority C – Social Sciences**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Students will improve in critical reading skills; fluency, close reading of both literary and informational texts, increased percentage of nonfiction materials read per year. Students will write across the curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Initiate subject level committees to create vertical alignment. Ensuring student preparedness for grade level requirements. Develop Reading Level Conversion Chart, begin labeling all reading materials in the library with Lexile and grade levels on the spine. Expand online reading program offerings.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Students will show improvement in Social Science benchmarks. As part of our data collection, date of enrollment is a consideration</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Benchmark assessments, CAASPP Data, Assignment and Work Record, Report Card</td>
</tr>
</tbody>
</table>

**Subpriority D – Science**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Charter will increase the number of students showing growth in multiple measures – students will increase stamina to be able to solve multi-step and complex Scientific problems as well as improving in note taking and lab notation skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Initiate subject level committees to meet and create vertical alignment. This will ensure student preparedness for grade level requirements. Develop Reading Level Conversion Chart; begin labeling all reading materials in the library with Lexile and grade levels on the spine. Expand online reading program offerings.</td>
</tr>
</tbody>
</table>
### MEASURABLE OUTCOME
Students will show improvement in Science benchmarks.  
As part of our data collection, date of enrollment is a consideration.

### METHODS OF MEASUREMENT
Benchmark assessments, CAASPP Data, Assignment and Work Record, Report Card

---

#### SUBPRIORITY E – VISUAL AND PERFORMING ARTS

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>Students will improve in critical research and preforming arts skills; increase in visual and performing arts presentation. Students will write and improve their ability to articulate their interests in the Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Initiate subject level committees to meet and create vertical alignment. This will ensure student preparedness for grade level requirements Expand online VAPA program offerings.</td>
</tr>
</tbody>
</table>
| MEASURABLE OUTCOME         | Students will show improvement in VAPA benchmarks.  
As part of our data collection, date of enrollment is a consideration |
| METHODS OF MEASUREMENT     | Assignment and Work Record, Student Learning Logs, Report Card |

---

#### SUBPRIORITY F – PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>Students will improve Physical Fitness focusing on a healthy lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Initiate subject level committees to meet and create vertical alignment. This will ensure student preparedness for grade level requirements. Expand online Health related program offerings.</td>
</tr>
</tbody>
</table>
| MEASURABLE OUTCOME         | Students will show improvement in Physical Education benchmarks.  
As part of our data collection, date of enrollment is a consideration |
| METHODS OF MEASUREMENT     | Physical Fitness Testing, Assignment and Work Record, Student Learning Logs, Report Card |

---

**Additional Methods of Assessment and Assessment Philosophy**

Student achievement in developing conceptual thinking, problem solving skills, and content mastery will be assessed using multiple measures. Mastery will be measured using an assessment model that is formative, summative, holistic, standardized, narrative, and norm referenced. The approach will be conducive to benchmarking students and comparing their progress to previous assessments to track their academic growth, evaluate groups of students, and assess the whole school from year to year. Students will be measured using the following assessments and methods:

- All Applicable Legally Required Standardized Tests
  - CAASPP
  - California Physical Fitness Test
  - California English Language Development Test
  - California Alternate Performance Assessment
  - California Modified Assessment
- Diagnostic Assessment tools aligned with the CAASPP at the beginning and end of each year to students in 3rd through 11th grades, and to all new students upon enrollment
- Benchmark writing assessments several times each year to all students
• Data from technological sources for the purposes of research, analysis, communication, organization, and self-expression

Outcome goals will be set for each individual student at the beginning of each year based on multiple measures. Through careful review and reflection of the assessment results and the learning plan at each meeting, the teacher is able to modify and adjust the plan in order to help the student reach academic goals.

**Academic Assessment Focus**

The Charter School believes that reading is one of several foundational skills taught in school. We have selected school-wide formal and informal assessments administered every grading period to track progress. Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”) is administered regularly to elementary students (K-6) to monitor the acquisition of student’s reading skills. These assessments will assist the TOR in targeting areas of strength and weakness by monitoring student’s reading development and assisting teacher planning.

Additional skills taught in primary grades provide the foundation for comprehension and fluency targeted in the upper grades. Frequent monitoring through assessment is fundamental to establishing mastery of the grade appropriate skills, thus determining and focusing areas of need for intervention. Other types of assessment may include any of the following:

• Online tests for language arts, reading, math, and science from 3rd through 11th grades
• Common Performance Assessments, including research papers, science projects, public presentations, parent/guardian, teacher and TOR observations, and individual and teamwork content area proficiency demonstrations such as Science Ambassadors and portfolios (a systematic collection of student work over a period of time that exhibits a student’s work and progress will be gathered).
• Video records, physical and digital portfolios of student work, e.g., showing a child reading aloud as well as videos created by the students, will serve as indicators of the student’s progress towards the mastery of skills in designated areas.
• Teacher verification of student work from each content area will be used to assign academic progress
  - The TOR will document the means by which the score was assigned
  - The TOR, in essence, verifies the student’s proficiency levels according to consistent scoring standards that are developed by the staff for each content area
• Projects completed by students will represent a cumulative demonstration of the student’s learning
  - Assessments may be written and/or oral and may include the use of various media
  - Rubrics will indicate a student’s skills mastery
• Teachers will observe and document student work and work habits in and outside the classroom, noting skills that are mastered and those requiring continued instruction
• Teacher-created tests will be designed to incorporate appropriate tasks that will be used to determine understanding and work mastery
• Report cards will document student progress towards skills mastery and will be distributed at the end of each semester (See Appendix E, Sample Report Card)
Middle and High School report cards will also include letter grades.
Grades will be based on teacher-prepared assessment instruments, projects, portfolios, and comments regarding academic progress.

- Progress reports may be generated by teachers at any time using the student information system. Progress reports will be a reflection of the current work of the student for all subjects.
- Parent/Guardian-teacher conferences will be held at least twice within thirty-five school day learning periods throughout the year at regularly scheduled times.
  - Conferences allow the parents/guardians to share their expectations and views of the educational program.
  - Conferences allow the TOR to discuss the student’s academic accomplishments and social achievements.
  - Conferences present an opportunity for students, parents/guardians and teachers to set goals for the student, enhancing opportunity for instruction.

Use and Reporting of Data

Charter School administration team will use CAASPP results to refine the educational program in each content area and grade level. Scores are analyzed to reflect necessary changes to the curriculum and instructional model. For example, if scores in second grade math are indicating that many students are not meeting proficiency levels, an analysis of the curriculum used would ensue and changes would be recommended. Course instruction may be added to augment the current instructional program. Online options would be explored and supplemental curricula would be sought out. Many students may choose the Charter School for a year to improve their skills in order to return to the traditional classroom setting. This has the effect of raising the Charter School’s mobility rate. Therefore, each year the CAASPP results are disaggregated by number of years a student remains in the program. Those who have been enrolled in the Charter School two or more years are compared with those who have only been in the Charter School for one year. The Charter School is committed to prove that students enrolled for three years or more in the Charter School will score markedly better than those who are in the school for one year. Results of the CAASPP are also disaggregated by student and teacher.

The Charter School reports data on pupil achievement to teachers numerous times during the school year. Students, who consistently underperform, score below basic, or those who perform at a level lower than the prior year, are moved into a remediation plan which may include, at a minimum, additional weekly instruction. Supervisors review the remediation strategies with each teacher and monitor the effectiveness of the plan.

The Charter School reports data on pupil achievement to pupil’s parents and guardians by monthly meetings, the SARC report, and conference scheduled for each family.
ELEMENT D: GOVERNANCE STRUCTURE

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

**Non-Profit Public Benefit Corporation**

The Charter School will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

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

Attached, as Appendix F, please find the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

**Board of Directors**

The Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) and no more than seven (7) directors. The Board composition shall include three (3) parent representatives nominated by the parent body (one vote per family); and two (2) community representatives appointed by the Board existing at the time of the vacancy. All directors, except for the representative appointed by District (if any), shall be designated by the existing Board of Directors. The Board may choose to select a current Charter School parent to serve as a community representative in the event that the Board cannot find a suitable non-parent community member to serve in this capacity.

Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of directors.
Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor director has been designated and qualified.

The terms of the initial Board of Directors shall be staggered, with three (3) directors serving a three (3) year term and two (2) directors serving a two (2) year term.

The initial Board of Directors is as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Category</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Hunt</td>
<td>Community Member</td>
<td>2 years</td>
</tr>
<tr>
<td>Patrick Keener</td>
<td>Community Member</td>
<td>3 years</td>
</tr>
<tr>
<td>Justin Spears</td>
<td>Parent Representative</td>
<td>3 years</td>
</tr>
<tr>
<td>Timothy Baugh</td>
<td>Parent Representative</td>
<td>3 years</td>
</tr>
<tr>
<td>Timothy Bouseman</td>
<td>Parent Representative</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Additional information regarding the Board of Directors, including how vacancies are filled, definition of a quorum, and conduct of meetings, etc. may be found in the Board bylaws.

**Board Meetings and Duties**

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Executive Director;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
• Approve the school calendar and schedule of Board meetings; (See Appendix G, Sample School Calendar/Meeting Calendar)
• Participate in the dispute resolution procedure and complaint procedures when necessary;
• Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
• Approve annual independent fiscal audit;
• Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix F. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

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

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

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

**The Executive Director**

The Executive Director will be the leader of the Charter School. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:
Ensure the Charter School enacts its mission;
Supervise and evaluate teachers and staff;
Communicate and report to the Charter School Board of Directors;
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 Charter 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 Directors;
Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
Identify the staffing needs of the Charter 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 Charter School in the community and promote positive public relations and interact effectively with media;
Encourage and support teacher professional development;
Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
Provide all necessary financial reports as required for proper attendance reporting;
Develop the school annual performance report, the SARC, and the LCAP;
Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
Participate in all IEP meetings.

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

**Parent Involvement**

In addition to being involved in the student’s educational program, PCA parents may participate in the Advisory Council, which will be comprised of parents, staff members, and students. The
Advisory Council will meet regularly and the Advisory Council President will report to the Board of Directors at each meeting.

Founding Members on the Advisory Council include:

Marty Stainbrook (Parent)
Jeannette Richardson (Parent)
Jeanna Parks (Parent)
Sherry Keener (Staff)
Lynn Weidenkeller (Staff)
Other members (TBA)
ELEMENT E: EMPLOYEE QUALIFICATIONS

_Governing Law:_ The qualifications to be met by individuals to be employed by the charter school. 
_Education Code Section 47605(b)(5)(E)._ 

Executive Director

The Executive Director of the Charter School will possess leadership abilities and a comprehensive educational vision that is consistent with the school’s mission and educational program. In addition, the Executive Director will possess skills in hiring and supervising excellent teachers and business personnel. The Executive Director shall be certificated in Administrative Leadership and a certificated teacher.

Teachers

TORs will hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers serving English Learners must hold their CLAD, BCLAD, or other EL certification as required by law.

Required Qualifications

- Establish and maintain a service-oriented approach toward enrolled students and their families and all school co-workers
- Be flexible, resourceful and competent
- Be proficient in computer-based education as well as internet navigation and resources;
- Work well with a team
- Be able to design and tailor curriculum for individual students
- Enjoy working with and being with students
- Be facilitators of learning rather than dispensers of knowledge
- Be committed to making a difference in the quality of the school and in the lives of the students and staff
- Hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold
- Continue in his/her professional development as established by annual professional growth goals and credential requirements
Instructional Support Staff

The Charter School may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, curriculum management and support services.

Skills and knowledge:

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; supports the company’s values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook, attached as Appendix H.
- Has strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.
- Establishes excellent interpersonal skills between all stakeholders being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Is proficient with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement consistently best practices and positive character education.

Job requirements:

- High School degree, GED, or equivalent experience.
- Speak, read, and write English fluently.
- Successful results of criminal and employment background check.
- Experience in working with children, preferably children with disabilities.
- Be in the process of becoming professionally prepared to supervise young children.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Commitment to company values.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Equivalent combinations of education and experience that provide the required knowledge, abilities and skills will be evaluated on an individual basis.
Non-instructional Support Staff

Front Office Personnel

Knowledge of:

- Modern office organization, procedures, practices, equipment.
- Board of Education rules, regulations, policies, procedures, organization and function.
- School organization, policy and standard procedures.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.

Ability to:

- Compose routine and specialized correspondence and reports using proper grammar, spelling, punctuation and vocabulary with superior proficiency.
- Operate standard office equipment including phones, copy machines, and computers.
- Programs such as database systems, word processing and spreadsheet software applications.
- Establish and maintain effective working relationships with others.
- Exercise diplomacy, tact and independent judgment.
- Exercise initiative and make sound decisions.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines; plan and organize work.
- Work independently with little direction; follow specific directions when given.
- Assist in the development, implementation, interpretation, explanation, evaluation, and revision, of school policies, programs and procedures.
- Communicate school information to parents and/or students.
- Maintain confidential records and files.
- Respond to in-person, e-mail, and telephone contacts by answering questions or referring to other school office/personnel.
- Assemble and organize materials for Board Members, per Director’s request

Librarian / Assistant to Administration

Knowledge of:

- Modern office organization, procedures, practices, equipment.
- Board of Education rules, regulations, policies, procedures, organization and function.
- School organization, policy and standard procedures.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.

Ability to:

- Administer All Facets of the School Library, Curriculum, and OPS System
• Compose routine and specialized correspondence and reports using proper grammar, spelling, punctuation and vocabulary with superior proficiency.
• Operate standard office equipment including microcomputers, Destiny, and OPS software, database, and word processing and spreadsheet software applications.
• Establish and maintain effective working relationships with others.
• Exercise diplomacy, tact and independent judgment.
• Exercise initiative and make sound decisions.
• Analyze situations accurately and adopt an effective course of action.
• Meet schedules and timelines; plan and organize work.
• Work independently with little direction; follow specific directions when given.

**Administrative Assistant and Registrar**

Qualifications:

• Computer skills including Microsoft Word, Excel, and database applications.
• School Registrar Experience.
• Independent Study Attendance Experience.
• General office skills.
• Self-Directed.
• Organized and timely.
• Flexible and able to adapt easily to change.
• Understands and supports homeschooling and personalized learning.
• A person who takes pride in their work and continually strives for improvement.
• Must be a team player.
• Communicates with others in a respectful and sensitive manner.
• Understands and practices respectful communication and conflict resolution techniques.
• Must uphold charter vision and keep current with school policy and procedure.
• Must possess a valid California driver’s license and have reliable transportation.
ELEMENT F: HEALTH & SAFETY PROCEDURES

**Governing Law:** The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School will adopt and implement 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 will be incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

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

**Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall comply with Education Code Section 44830.1 related to the hiring of persons who have been convicted of a violent or serious felony. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. 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.

**Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

**Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.
Immunizations

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

The Charter School will provide 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 shall include, but not be limited to, all of the following:

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.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing
emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

**Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students 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 bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**Drug-, Alcohol-, and Smoke-Free Environment**

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

**Facility Safety**

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test 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 Charter School shall conduct fire drills as required under Education Code Section 32001.

**Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

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

**Governing Law:** 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. Education Code Section 47605(b)(5)(G).

The Charter School anticipates that its personalized learning model will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the Shasta County, the Charter School will strive to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds.

Our independent study program and welcoming educational environment will bring a sense of validation and encouragement to families from diverse backgrounds seeking a unique educational experience. This mindset will assist us in our overall recruiting efforts.

The Charter School is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. The Charter School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed.

The Charter School will engage in the following outreach activities.

**Marketing Materials:** Design flyers and distribute informational materials to appeal to various racial and ethnic groups within the County. Flyers will be distributed at coffee shops, libraries, churches, and businesses. Materials may be developed in English, Spanish, and other common languages in the target neighborhood.

**Host Community Events:** The Charter School will host 1 - 2 community events in preparation for the Charter School opening. Events will include open houses, advertisements, and other similar promotional activities.

**Advertising:** The Charter School will advertise in the local family centered publications. The Charter School will maintain a website and send a digital newsletter. The Charter School plans to issue a press release and invite news organizations in Shasta and adjacent counties to cover proposed community events. The Charter School will continue to issue press releases, advertise in newspaper publications and radio stations as funding allows. The Charter School will also advertise in local publications specific to the target community. The Charter School is in the process of identifying a possible area in the target community where it can hang a sign or banner advertising the Charter School.

**Attend and Establish Presence at Community Events:** The Charter School will make significant efforts to establish visibility in the community. The Charter School founding team members plan to attend upcoming community events, such as the Chamber of Commerce to ignite interest about the school. The Charter School will also set up information tables/booths in high traffic and high visibility areas during well-attended local and regional community events throughout the City.
Establish Partnerships with Community Organizations: The Charter School will explore potential partnerships within the local and regional communities.

Social Media and Online Advertising: The Charter School has designed a website for interested parents and community members to visit to learn more about the Charter School.

In addition, the Charter School intends to establish an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population.

Following the first year of enrollment, the Charter School will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of: marketing materials, advertising, online and social media presence, hosting and attendance of community events, and continued efforts to establish community partnerships. The Charter School budget includes financial resources allocated to outreach efforts. The Charter School will furnish the District annual documentation of ongoing recruitment and outreach efforts.
ELEMENT H: ADMISSION REQUIREMENTS

_Governing Law:_ Admission requirements, if applicable. _Education Code Section 47605(b)(5)(H)._ 

The Charter School shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in _Education Code Section 220._

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by _Education Code Section 51747.3._ In accordance with _Section 51747.3,_ attendance will be limited to students in Shasta County or adjacent counties.

All prospective students and their parents/guardians shall complete an enrollment application packet after meeting with Charter School staff to learn about the educational program. Such meetings will be scheduled to accommodate parent/guardian schedules to the extent possible, including, but not limited to, telephone meetings to ensure broad participation.

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

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

After enrollment, the Charter School will assess the student’s academic levels to create a personalized learning plan for each student; however, such assessments will not be used as a means to prohibit or discourage students from attending the Charter School.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of enrolled students
2. Children of Charter School teachers and staff
3. Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school in which the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program)
4. Residents of the District
5. All other applicants

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 according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.
ELEMENT I: INDEPENDENT FINANCIAL AUDITS

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit 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 Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.
ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

_Governing Law:_ The procedures by which pupils can be suspended or expelled. _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 Charter School. In creating this policy, the Charter 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 Charter 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.

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 Charter 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. Charter 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 Charter 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 Executive Director’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 (“IDEA”) 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

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 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) Knowingly received stolen school property or private property.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) 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.

n) 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.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) 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.

q) Made terrorist 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.

r) 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.
s) 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.

t) 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.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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 or transmission originated on or off the Resource Center 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, video, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

      (b) Creating a credible impersonation of another actual 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) An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

(v) A 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)(a)-(b).

(w) 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 Executive Director 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 student had
obtained written permission to possess the item from a certificated school employee, with the Executive Director 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) Knowingly received stolen school property or private property.

   l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

   m) 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.
n) 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.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) 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.

q) 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.

r) 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.

s) 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.

t) 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.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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 or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, video, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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

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

v) A 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 (3)(a)-(b).

w) 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 Executive Director 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

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

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Executive Director 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the 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 (2) 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 Charter 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 Charter
School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director’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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Executive Director 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 Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director 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 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 in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (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 Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. 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 Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the 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 Charter 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing.
The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The entity 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 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors 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 Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ 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 Charter School.

The Executive Director 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 Charter School shall maintain records of all student suspensions and expulsions at the Charter 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 Charter School as the Charter School Board of Directors’ decision to expel shall be final.
L. Expelled Pupils/Alternative Education

Parents/guardians of 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 Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter 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 of Directors following a meeting with the Executive Director or designee and the pupil and parent/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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil’s readmission is also contingent upon the Charter 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 Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

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

If the Charter 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 direct result of the failure to implement the IEP/504 Plan, then the
Charter School may apply the relevant disciplinary procedures to children with disabilities
in the same manner and for the same duration as the procedures would be applied to
students without disabilities.
4. Due Process Appeals

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

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

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 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 IDEA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.
The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

b. The parent has requested an evaluation of the child.

c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
**ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS**

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

Certificated employees will participate in State Teachers Retirement System ("STRS"). Non-certificated employees will participate in Public Employees Retirement System ("PERS").

The Charter School will maintain a salary structure that is competitive with local school districts and annual cost of living adjustments will be made when funding allows. Full-time employees will be offered a health, vision, and dental benefit package.

The Charter School’s Executive Director is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.
ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
ELEMENT M: EMPLOYEE RETURN RIGHTS

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

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

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Transfer of employee sick leave or years of service credit at the District or any other school district will be handled in accordance with Charter School policies. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.
ELEMENT N: DISPUTE RESOLUTION

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

Disputes Between the Charter School and the District

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District 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 District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.
Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.
ELEMENT O: CLOSURE PROCEDURES

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

Closure of the Charter School will be documented by official action of the Board of Directors. 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 Charter School will promptly notify parents and students of the Charter School, the District, the Shasta County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter 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 Charter School will ensure that the notification to the parents and students of the Charter 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 Charter School.

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education 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 Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified
Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The 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 Charter School.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. 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 Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix I, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
MISCELLANEOUS CHARter PROVISIONS

Budgets and Financial Reporting

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

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

- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

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

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with _Education Code Section 47604.33_, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to _Education Code Section 47605(g)_ will satisfy this requirement.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to _Education Code Section 47606.5_.

3. 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 Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by _Education Code Sections 47604.33_ and _47605(m)_ , the School Accountability Report Card (SARC), and the LCAP.
The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

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

**Administrative Services**

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School intends to procure administrative services from Delta Managed Solutions (“DMS”), an independent charter school administrative services firm located in Sacramento, California that has over 12 years of experience providing a comprehensive set of back-office, administrative, and financing services to charter schools throughout California.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

**Facilities**

*Governing Law: 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. Education Code Section 47605(g).*

The Charter School will be located at 2195 Larkspur, Suite #100, Redding, CA 96002. The Charter School location will house the administrative offices, meeting spaces, the school library, computer labs, and classrooms. The Charter School will include costs of leasing and maintaining its site, utilities, technology, and other additional operating expenses in its annual budget.

**Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

The Charter School shall be operated as 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 or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School’s insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

**Insurance**

The Charter School shall acquire and finance general liability, workers’ compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Charter School’s insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

**Oversight**

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisiorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District
may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

**Attendance Accounting**

The Charter School will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

**Transportation**

The Charter School will not provide transportation to and from school, except as required by law.