

PHOENIX CHARTER ACADEMY
COLLEGE VIEW

Establishment Petition for a New TK-12 Site-
Based Charter School

For the term of July 1, 2022 to June 30, 2027

Submitted on November 10, 2021

To the Board of the Columbia Elementary School District

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AFFIRMATIONS & DECLARATION

As the authorized lead petitioner, I, Patricia Dougherty, hereby certify that the information submitted in this establishment petition for a California public charter school to be named Phoenix Charter Academy College View (“PCACV” or the “Charter School”), to be operated by Phoenix Charter Academy, a California nonprofit public benefit corporation, and to be located within the geographic boundaries of the Columbia Elementary School District (“CESD” 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 Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that Phoenix Charter Academy shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973

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

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 6250, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Dr. Patricia Dougherty

Date

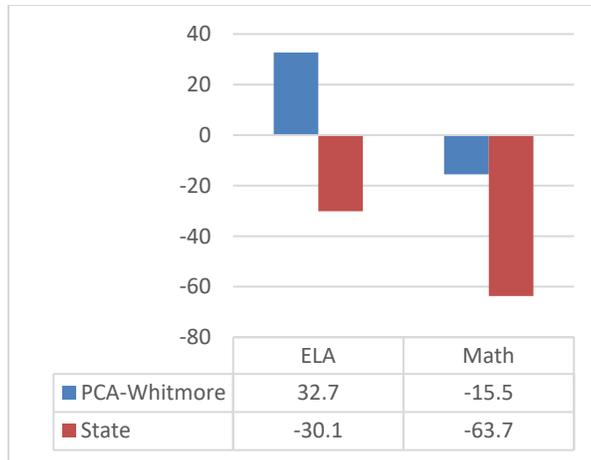
INTRODUCTION AND STANDARDS FOR APPROVAL

Phoenix Charter Academy College View’s founding team looks forward to working with the District to launch its innovative classroom-based charter school program within the District’s jurisdiction. Although the Charter School will be a new site-based public school, it will be operated by a team that has more than 25 years of collective experience operating high performing charter school programs, including Phoenix Charter Academy (“PCA-Whitmore”), a charter school that has operated under the authorization of Whitmore Elementary School District since 2017.

The founding team’s prior success is a product of its expertise in personalized learning programs – an approach to learning that celebrates and supports the individual differences and the uniqueness of each child and meets them where they are in their academic journey. The outcomes from this personalized learning model speak for themselves. We are proud of the successes at PCA-Whitmore, including as indicated by the California School Dashboard in comparison to the State: On the California Dashboard, schools, district, and the State are rated on academic and non-academic indicators with one of five colored “performance levels,” which from lowest to highest are: red, orange, yellow, green, and blue.

Indicator	2019 PCA-Whitmore	2019 State	Comparison
English Language Arts	Green	Green	Same
Mathematics	Yellow	Orange	Higher
Chronic Absenteeism	Blue	Orange	Higher
Suspension Rate	Blue	Yellow	Higher
Graduation Rate	Blue	Green	Higher
College/Career	Green	Yellow	Higher

What these colors do not show is that PCA-Whitmore has served a high percentage of socioeconomically disadvantaged students – more than 60% of enrollment, and that as compared to the State in English Language Arts and math performance (as measured by distance from standard as of 2019), this subgroup at PCA-Whitmore significantly outperformed the State:



While the proposed Charter School intends to build on the excellence achieved at PCA-Whitmore, as a new charter school, it also stands to chart an exciting new course in program format. Although PCA-Whitmore offered classroom-based instruction at its physical resource center, it was classed as a nonclassroom-based charter school because more than 20% of learning time occurred offsite to serve families preferring a home school-based program. We are pleased to have provided so many students with the benefit of a standards-based curriculum under the supervision of a certificated teacher. This new Charter School intends to take best practices in personalized learning and parent partnerships and implement them in a decidedly classroom-based program focused on college-and career pathways. Under the Charter School’s program, more than 80% of learning time will occur at the Charter School’s campus and will qualify the Charter School as a site-based/classroom-based charter school. The particular structure of this program is addressed below in Element A.

What makes this new program particularly innovative is that it will build an engaging and connected in-person campus community, while honoring individual choices and preferences around curriculum, modes of learning, and scheduling. To meet the preferences of parents, classroom-based students will continue to have meaningful home-learning connections through a dedicated home study day on Mondays which will allow for students to engage in instructional time designed and assigned by students’ teachers with their parents as learning partners, but also give students and parents the time and space to enrich their learning with an endless possibility of extra-curricular choices. Then, students will arrive for school for the remaining four days of the week to engage in learning that mixes group work and personalized study in core subjects and elective subjects. The Charter School’s extended day model available to all students means that students will have optimal time to hone their skills and explore their interests and passions. Students who are struggling academically will have the time and space to face their challenges head on with teacher support, and students who are performing above grade level will have the time and space to extend and enrich their learning.

The Charter School will continue to serve students who require an even greater level of scheduling flexibility by learning at home on more than one day per week, but that number will be capped at 20% of enrollment to ensure that the Charter School remains classed as a classroom-based charter school. These students will, nonetheless, be scheduled to learn on campus at appropriate intervals,

so that even home study students will receive the benefits of on-campus learning and remain engaged and connected to PCACV's community.

Whether enrolled in the Charter School's classroom-based program or home study program, all students will be given the preparation and encouragement to achieve their post-secondary objectives. The Charter School will utilize partnerships with local colleges to ensure that all students see the possibilities in higher education that the future may hold for them, and have the opportunity to experience college first-hand while still in high school. From transitional kindergarten through to high school graduation, the Charter School intends to personalize its students' educational experience along the way, providing students with an education that is rich and diverse in content, engaging and inspiring, and that unlocks opportunity, no matter their background or their individual circumstances.

We believe that this Charter School merits approval for the reasons explained in detail in this petition. Pursuant to Education Code Section 47605(c), "the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged." The law provides that:

The governing board of the school district **shall grant** a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. **The governing board of the school district shall not deny** a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the [enumerated findings under Education Code Section 47605(c)(1)-(8)]

As explained in Element A, below, this petition reflects sound education practice and a program that the petitioner and the founding team are prepared to implement. The descriptions in this petition are reasonably comprehensive, and includes all required affirmations, content, and appendices otherwise required of a charter petition. The required signatures have been provided.

We also believe that granting this petition is consistent with the interests of the community the District serves. At this time, there is no charter school offering a classroom-based personalized learning model within the District, nor a classroom-based charter school program with the kind of scheduling flexibility that the Charter School will provide to families. During these challenging times, it is clear that what parents want and need is options to meet families' unique circumstances and goals for their children. Particularly given the learning loss that students across the region have experienced during the pandemic, personalized learning gives students the best opportunity at making gains and addressing particular academic deficits. Doing so in a classroom-based format will provide children the social engagement with their peers and teachers that adds significant value to their learning time.

This charter will not duplicate any existing program within the District. While there is a K-12 charter school focused on arts education, authorizing this Charter School will provide District students with a second classroom-based high school option (focused on college prep, CTE and personalized learning) that is operated under the oversight of the District. The community will benefit from the partnership between the District and the Charter School in ensuring that the District's elementary school students have excellent secondary education options, including specifically that provides personalized learning, and that is consistent with the District's objectives for its young students beyond the eighth grade.

PCAVC's founding team looks forward to working with the District in support of the students of our region who will benefit from personalized learning.

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(c)(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, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

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(c)(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 a personalized learning approach in a classroom-based environment, 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 serves students in TK and kindergarten through 12th grade through a direct funded classroom-based, personalized learning education model, with a limited home school-based learning component.

The Charter School shall provide classroom-based instruction as defined in Education Code section 47612.5(e) and remain eligible at all times for a classroom-based funding apportionment.

The Charter School may offer nonclassroom-based instruction only to the limited extent that a classroom-based charter school is permitted to do so under the law, i.e., for no more than 20% of recorded average daily attendance. (See <https://www.cde.ca.gov/sp/ch/ncbfdltrfy2021.asp> [“A charter school is considered operating as an NCB charter school if its total average daily attendance (ADA) is less than 80 percent classroom based.”])

The Charter School provides a personalized learning educational model principally in a classroom environment 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 alone, hundreds of students desire a more personalized approach.

Personalized learning as a pedagogy is not limited to nonclassroom-based independent study. Personalized learning reflects a broader framework for meeting the individual needs of students and is regularly implemented in a classroom environment. In 2017, the RAND Corporation was commissioned by the Bill & Melinda Gates Foundation to study the outcomes of classroom-based programs employing a personalized learning pedagogy¹. The report explains that:

The basic concept of PL—instruction that is focused on meeting students’ individual learning needs while incorporating their interests and preferences—has been a longstanding practice in U.S. K–12 education. Examples include individualized education plans for students with special needs, the use of data to make instructional decisions for individuals or small groups, the use of support teachers and tutors, individual or group projects, and diverse elective course offerings

For the most part, all of these personalization efforts have been implemented within schools and classrooms that otherwise retain a traditional model of large-group instruction to groups of roughly 20–30 similar-age students. However, in recent years, it has become more common for schools to embrace school wide models of PL that depart more radically from typical practice. These schools seek to allow what and how a student learns on a daily basis to be less constrained by the needs of other students or by external requirements for grade-level content coverage; to be driven largely by the individual student’s needs, interests, and context; and to be informed by ongoing conversations with the student and the adults in his or her life. In service of these objectives, the staffs at these schools are implementing a range of interconnected strategies in novel ways.

As addressed in the report, key features of personalized learning programs, which will also be observed at the Charter School, include:

Learner Profiles:

A learner profile is a record of each student’s individual strengths, needs, motivations, progress, and goals based on data from all available sources. Learner profiles are available not only to teachers, but also to students and their families, and are frequently reviewed, discussed, and updated to inform the student’s educational plan.

¹ https://www.rand.org/content/dam/rand/pubs/research_reports/RR2000/RR2042/RAND_RR2042.pdf

Personalized Learning Paths:

Informed by the learner profile, personal learning paths allow for flexibility in the specific paths students take through content to enact their educational plan, while still holding them to high expectations. Within parameters set by teachers, students can make choices about the content or structure of learning, and the school offers a variety of instructional approaches and curriculum materials, including support for meaningful learning experiences outside of school. Time is available during the school day for one-on-one academic support tailored to students' learning needs, whether for remediation, help with grade-level content, or enrichment.

Competency-Based Progression:

Competency-based progression enables personalized paths to run their natural course by removing external constraints on what material each student works on, when, and for how long. Each student's progress toward clearly defined goals is continually assessed, and assessment occurs "on demand" when a student is ready to demonstrate competency. Assessment may take a variety of forms, such as projects or presentations, as well as more-traditional tests or quizzes. A student advances at his or her own pace and earns course credit (if applicable) as soon as he or she demonstrates an adequate level of competency.

Flexible Learning Environments:

Flexible learning environments imply that the school adapts the use of resources such as staff, space, and time to best support personalization. For example, elements of the learning space—size, classroom organization, and furniture—are designed to support implementation of PL. The structure of learning time and student grouping strategies are flexible, responsive to student needs, and driven by data where appropriate. Technology is a key aspect of the school model and is available to all students; often schools provide a device to each student

RAND studies have concluded that under a personalized learning model, "[a] large proportion of students with lower starting achievement levels experienced greater growth rates than peers, particularly in mathematics" and that "Personalized Learning students surpassed national norms after two years. In both mathematics and reading, cumulative growth over the past two years is evident. Students started significantly below national norms, gained ground after one academic year, placing them above national norms at the end of the two years."²

Whom the Charter School is Attempting to Educate: Target Student Population and Community Interest

The Charter School will serve all students in Shasta County and adjacent counties (Trinity, Siskiyou, Modoc, Lassen, Plumas, and Tehama) who are seeking a personalized student and family

² https://www.rand.org/content/dam/rand/pubs/research_reports/RR1300/RR1365/RAND_RR1365.pdf;
https://www.rand.org/content/dam/rand/pubs/research_briefs/RB9900/RB9994/RAND_RB9994.pdf

centered educational model. The Charter School will strive to achieve a student population 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, personalized learning approach to education and in a classroom-setting. 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 are struggling academically in the traditional classroom setting;
4. students who are pursuing extracurricular and/or vocational goals; and
5. students who are seeking concurrent enrollment opportunities at Shasta College, or other online community colleges & universities.

The Charter School is 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 works diligently to accommodate students who have ongoing health issues or physical handicaps who would otherwise struggle in a traditional school setting. The Charter School provides 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, workshops, online courses, CTE Introduction courses for pathways to Certification Programs, coursework, community college classes, 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”)
- Specialized Academic Instruction (“SAI”) and remediation classes, with support from PCA’s special education staff.
- Students can pursue blended learning opportunities.

Instructional Approach and Educational Philosophy

The Charter School provides an educational model for students in transitional kindergarten through twelfth grade who prefer to be in an alternative educational setting. The Charter School utilizes a personalized learning model primarily in a classroom-based environment. 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”), History-Social Science framework, English Language Development (“ELD”) Standards, and other applicable state content standards (together, the “State 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. A full list of the curriculum available shall be made available to the District any time upon request.

Teaching Methods

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

Instructional Design

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

All courses are taught by appropriately credentialed teachers who develop a customized curriculum, mentor parents/guardians to support their children's educations outside of the classroom, and monitor student outcomes. In addition to direct instruction, students may engage in electives, tutoring, remediation, labs, or group projects at PCA's campus. Students may also pursue concurrent enrollment in college courses, blended learning courses, or online courses.

In addition to academic coursework, students may participate in extra-curricular activities.

Students have access to a library of curriculum aligned to the State Standards for use through a computerized data management system.

The Charter School's program utilizes these core instructional components in a classroom-based personalized program in order to fulfill the Charter School's mission to prepare students for college, work, and citizenship. These components 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 in cooperation with and under the supervision of a credentialed teacher. Each program will provide an education that allows the student to excel academically and socially. High school students at the Charter School 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. Our students may participate with our local community colleges, 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 shall be provided for each core subject. Recommended and state adopted texts shall also be available at

the campus for students to use to supplement and enrich their education. At such a time when additional copies are required, the Charter School purchases 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 their 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 are invited to attend an informational meeting with staff members to ensure that the parents/guardians and students understand the personalized learning, model. A teacher is designated to be the TOR for that student. This teacher is the primary monitor of the student's instruction and serves as their classroom teacher.

At enrollment, our personalized learning 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 assignment of a tutor and/or participation in appropriate additional direct instruction by their classroom teacher.

Although the instructional program is principally classroom-based, because of the personalized nature of the Charter School's program and the scheduling flexibilities, described below, certain components of the classroom-based program may be considered independent study, and thus, all parents/guardians, students, and teachers shall enter into a "Master Agreement" that describes the extent of independent study activities, guiding instruction throughout each academic year. The Master Agreement specifies the student's required schedule for onsite learning and offsite learning, the courses to be completed, and learning objectives and goals as well as other mandatory requirements under Education Code Section 51747(g) All independent study activities provided by the Charter School will comply with all laws and regulations applicable to independent study programs.

At the elementary level, all students must complete a full standards-based language art, 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 provides for the student to obtain a Certificate of Completion, modifications are implemented per the student’s IEP. Elementary students receive instruction at their academic levels, using grade level curriculum.

The TOR is responsible for providing classroom-based instruction to students in accordance with each student’s Master Agreement and supervising students’ participation in independent study activities to the extent applicable.

Following enrollment, the parent/guardian, student, and TOR meet regularly to evaluate progress, and utilize assessments to inform ongoing instruction. Proficiency monitoring is recorded in each learning area. The team discusses completion of assignments, cooperation and proactivity of the student, and goals. 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 75% 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 evaluate further potential interventions and supports.

Structure of the Charter School’s Classroom-Based Personalized Learning Program

The Charter School will operate a 175-day school year, a proposed calendar of which is included as Appendix A.

The Charter School will require that more than 80% of its students participate in its classroom-based program, which is the principal educational model of the Charter School. The school week for classroom-based students is divided into two parts: A Monday “Home Day” for home-based independent study activities and academic and extracurricular supplementation as determined by each family, and a Tuesday-Friday classroom schedule.

Monday – Home Days

On Monday home day, students in grades TK through 8 are assigned independent study activities constituting 120 instructional minutes (4,200 minutes annually), and grades 9 through 12 are assigned independent study activities constituting 180 instructional minutes (6,300 minutes annually.) The remainder of students’ days are intended to provide students with the opportunity to extend their learning through self-directed enrichment. Students can freely use their time to read (or write) a novel, paint a picture, practice an instrument, research colleges, volunteer in the community, take a community college course, train in a sport, or any other worthwhile activity that supports students’ individual interests.

Tuesday-Friday – Classroom Days

On classroom days, the school day shall be divided into a series of blocks or periods, as indicated below. The 90-minute blocks for academic subjects allows ample time for the classroom teacher to orient students in the classroom as a whole around learning in the subject, and provide time for individualized practice and personalized instruction. The hour-long blocks in the afternoon provide opportunities for electives, physical education, or further personalized study under the supervision of a credentialed teacher in a “learning lab” format.

For their academic coursework, students will be assigned to a self-contained classroom supervised by their TOR that includes an appropriate mix of students based on age, grade-level, and differing achievement levels, to allow for direct instruction and group instruction that is suitable for all students, and that creates an optimal environment for students to engage in curriculum that is personalized to them.

Block 0 ³	8:00-8:30	Advisory/Morning Meeting	30
Block 1	8:30-10:00	e.g., English Language Arts	90
Block 2	10:00-10:30	Morning Break	
Block 3	10:30-12:00	e.g., Math	90
Block 4	12:00-12:30	Lunch	
Block 5	12:30-2:00	e.g., Social Studies/Science (Alternating)	90
Block 6	2:00-3:00	e.g., Elective/Physical Education	60
Block 7	3:00-4:00	e.g., Elective/Physical Education	60

Under this schedule, all students will be offered 420 instructional minutes daily for 140 days, which will total an instructional minute offering of 58,800 minutes to each student. Combined with the instructional minutes programmed on Monday home days, students will be offered in excess of the minimum instructional minutes required in accordance with Education Code Section 47612.5:

- TK/K, 36,000 minutes
- Grades 1-3, 50,400 minutes
- Grades 4 to 8, 54,000 minutes
- Grades 9 to 12, 64,800 minutes

As provided by Education Code Section 47612.5 and 5 CCR Section 11963, students in the Charter School’s classroom program shall be required to attend 80% of the minimum instructional minutes required of their grade span on campus. Thus, parents of classroom-based program students may select a schedule that meets their families’ needs, provided that they are scheduled and required to attend the minimum number of minutes they are required to learn at the school site.

³ For high school students, PCACV intends to advance the schedule forward by 30 minutes to commence at 8:30 a.m.

For example, because a third grade student is only required to be on campus for 80% of 50,400 minutes, or 40,320 minutes, or 4.8 hours a day for 140 days, a parent may decide that they only wish to participate in programming on campus through Block 5,

The Charter School shall work with each family to ensure that their child's program is consistent with applicable legal requirements and that students are engaged in a course of study that is in alignment with the State Standards and achieves the eight state priorities.

Pursuant to their Master Agreements, classroom-based students are responsible for completing assignments on their home study days away from campus in order for those students to be marked as "present" for attendance purposes. Under no circumstance will a classroom-based student be allowed to maintain a schedule that would require them to be at the school site for less than 80% of the minutes required of their grade span.

Home School Track

Pursuant to Education Code Section 47612.5, a classroom-based charter school may operate a nonclassroom-based program and is not subject to the funding determination process applicable to nonclassroom-based charter schools provided that 80% of the minutes offered are offered on site, and that classroom-based students are required to be in attendance on the schoolsite for 80% of the minimum required minutes. The Charter School intends to operate a home school-track program only to the extent allowed of a classroom-based charter school, i.e., for no more than 20% of its students accounting for no more than 20% of average daily attendance, and no more than 20% of instructional minutes offered. This program will be offered to ensure that students who are unable or unwilling to participate in the classroom-based school program can receive a public education in alignment with State Standards and that is under the supervision of a credentialed teacher.

The Charter School's home school track program will provide students with the same individualized learning resources offered to classroom-based students, as described above, and may engage in learning at the campus, but will not be required to attend the schoolsite to complete their assignments in excess of the time specified in the individualized Master Agreement agreed to by the student and their parents/guardians. The Charter School will offer three independent study programs: (i) a 3-day a week program; (ii) a 2-day a week program; and (iii) a 2-day a month program. Home school program students will be offered the instructional minutes required in accordance with Education Code Section 47612.5, split between nonclassroom-based minutes and classroom-based minutes depending on their program selection:

- TK/K, 36,000 minutes
- Grades 1-3, 50,400 minutes
- Grades 4 to 8, 54,000 minutes
- Grades 9 to 12, 64,800 minutes

If attendance in the Charter School's classroom-based program declines to such extent that its nonclassroom-based average daily attendance might exceed 20% of total average daily attendance, the Charter School shall terminate, by random drawing, the number of Master Agreements as

necessary to ensure that the Charter School maintains its status as a classroom-based charter school.

Anticipated Enrollment in Classroom-Based and Home School Programs and Compliance with Requirements to Operate as a Classroom-Based Charter School

The Charter School anticipates the following enrollment during the first year of the proposed charter term:

Classroom-Based Program

Grade	2022-23	2023-24	2024-25	2025-26	2026-27
TK/K	19	23	22	22	22
1	16	24	25	22	24
2	15	20	26	27	24
3	21	20	22	28	27
4	12	26	22	24	27
5	15	16	28	24	26
6	14	19	17	29	26
7	13	18	21	18	27
8	21	17	19	23	20
9	25	26	18	21	25
10	28	32	28	19	23
11	32	35	35	29	23
12	24	39	38	36	26
Total	255	315	321	322	320

Homeschool-Track Program

Grade	2022-23	2023-24	2024-25	2025-26	2026-27
TK/K	4	4	5	5	5
1	4	5	4	5	5
2	3	5	5	4	5
3	5	4	5	5	4
4	3	6	4	5	5
5	3	4	6	4	5
6	3	5	4	6	4
7	5	5	5	4	6
8	6	6	5	5	5
9	6	7	6	5	5
10	6	8	7	6	5
11	8	8	8	7	6
12	5	8	8	9	7
	61	75	72	70	67

Based on these enrollment levels, as indicated in the chart below, the Charter School will be eligible to report more than 80% of its average daily attendance as classroom-based ADA and qualify as a classroom-based charter school, in accordance with the CDE’s guidance. (See <https://www.cde.ca.gov/sp/ch/ncbfdltrfy2022.asp> [“A charter school is considered operating as an NCB charter school if its total average daily attendance (ADA) is less than 80 percent classroom based.”])

	2022-23
Classroom-Based Enrollment	255
Classroom-Based ADA (95% attendance rate)	242.25
Nonclassroom-Based Enrollment	61
Nonclassroom-Based ADA (98% attendance rate)	59.78
Classroom-Based ADA as a Percentage of all ADA	80.2%
Nonclassroom-Based ADA as a Percentage of all ADA	19.8%

The Charter School will be eligible to report average daily attendance as classroom-based for students enrolled in the classroom-based program by complying with the rules articulated in Education Code Section 47612.5(e) and 5 CCR Section 11963. Specifically, as noted above, classroom-based students will be required to be in attendance for 80% of the minutes required of their grad span, and the Charter School shall ensure that 80% of all minutes offered to students at the Charter School is offered on campus, as indicated in the three charts below for the 2022-23 school year summarizing total classroom-based and non-classroom-based minutes offered (for the entire school), and demonstrating that the percentage of classroom-based minutes exceeds 80%:

Classroom-Based Program – Minutes Offered

Grade	Classroom-Based Enrollment	Total Minutes Offered On-Site (Classroom-Based)	Total Minutes Offered Off-Site (Nonclassroom-Based)
TK/K	19	1,117,200	79,800
1	16	940,800	67,200
2	15	882,000	63,000
3	21	1,234,800	88,200
4	12	705,600	50,400
5	15	882,000	63,000
6	14	823,200	58,800
7	13	764,400	54,600
8	21	1,234,800	88,200
9	25	1,470,000	157,500
10	28	1,646,400	176,400
11	32	1,881,600	201,600
12	24	1,411,200	151,200

Home School Program – Minutes Offered

Grade	Nonclassroom-Based Enrollment	Total Minutes Offered On-Site (Classroom-Based)	Total Minutes Offered Off-Site (Nonclassroom-Based)
TK/K	4	28,800	115,200
1	4	40,320	161,280
2	3	30,240	120,960
3	5	50,400	201,600
4	2	21,600	86,400
5	3	32,400	129,600
6	3	32,400	129,600
7	3	32,400	129,600
8	5	54,000	216,000
9	6	77,760	311,040
10	6	77,760	311,040
11	8	103,680	414,720
12	5	64,800	259,200

The above chart of minutes offered to home school students presumes that on average, home school students will be engaged in a program that will require them to be on campus for 20% of the instructional minutes they are required to be offered. In practice, some students will be required

to be on campus for less time (e.g., in the case of a two-classroom-days a month program) and some students will be required to be on campus for more time (e.g., in the case of a three-classroom-days a week program).

Split Between Site-Based/Non-Site Based Minutes

Program	Enrollment	Total Minutes Offered On-Site (Classroom-Based)	Total Minutes Offered Off-Site (Nonclassroom-Based)
Classroom-based	255	14,994,000	1,299,900
Home school	61	64,800	259,200
Total		15,640,560	3,886,140
%		80%	20%

As indicated, the Charter School intends to offer 19,526,700 minutes total to its projected 316 students, 15,640,560 of which would be offered onsite (i.e., in the classroom) or 80.1%. The Charter School would thus be in compliance with the requirements applicable to classroom-based charter schools to maintain their status as a classroom-based charter school.

Parent’s Role in the Educational Program

Parent/guardian involvement is important, and parents/guardians are mentored by their child’s teacher. If the student is not performing successfully, the team works together to adjust their personalized learning plans and Master Agreement. Parents/guardians who enroll their children in the Charter School participate with the staff in determining their child’s educational program and goals. Parents/guardians have the opportunity to play an active role in the governance and policy development of the Charter School.

The Charter School 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

Campus

As indicated, above, the Charter School’s campus will offer direct instruction, electives, tutoring, remediation, labs, or group projects for both classroom-based program students and home study program students.

Students may also 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 campus shall occur in small group or individual 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 campus shall 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.

Minimum High School Graduation Requirements (See Appendix B)

English/Language Arts	40 credits	4 years
World History	10 credits	1 year
U.S. History	10 credits	1 year
Government	5 credits	1 semester
Economics	5 credits	1 semester
Mathematics	30 credits	3 years
	(must include one year of Algebra or Integrated I and II and III)	
Life Science	10 credits	1 year
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/ Vocational Skills/ Life Skills	10 credits	

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 academic subjects. Students can

elect to pursue general education requirements or college prep requirements. The Charter School's college prep classes are 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.

Our Student and Parent Handbook shall include 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 their 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 their personal goals, including a career plans and transition plan for post-graduation
4. How to fit each student's learning plan into their 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 their peers.

It is our goal that graduates from the Charter School will be 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 shall 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 shall inform 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 shall be facilitators of student learning and instructors who can diagnose and assess student progress. Regular professional development is 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 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 also intends to be a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") and participate in

its Teacher Induction Program (“TIP”) to support new teachers credentialing requirements. The Charter School creates a strong team atmosphere that supports each teacher’s successful professionalism.

Workshops for all teachers shall include professional development in key aspects of personalized learning and curriculum development. Training also focuses 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 shall conduct 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 assessments shall be completed and evaluated at enrollment to help identify any academic challenges and/or problematic academic proficiencies. Low achieving students may be identified through regular meetings with the teacher, or through a conversation with the parent/guardian. Appropriate remediation curriculum shall be selected to meet the needs of the student with an individualized plan developed to address areas of concern. Weekly tutoring and/or intervention support/instruction shall be required for students who are academically low achieving.

Remediation for students identified in language arts, math, science or social studies may include one or more of the following options:

1. Weekly tutoring in identified areas
2. Participation in enrichment activities on campus 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 shall be 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 shall be monitored and documented by the TOR. If the student is successful with these interventions, the process shall continue at that level. If it appears that the student is not successful with the applied interventions, a formal referral for an SST shall be submitted. Through the SST process, goals and objectives and curriculum shall be evaluated, further defined, and monitored. Regular follow-up meetings shall be determined. If the student is not showing improvement, after the implementation of an RTI program, a referral for assessment for special education services shall be discussed and

submitted. The SST process will help the Charter School 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 shall be assessed and evaluated at enrollment and during the course of each academic year to identify high achievement proficiencies. PCACV will use i-Ready, IXL and Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”) assessments to determine students’ respective reading, English, and math skill levels.

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

1. Weekly tutoring in challenging classes
2. Participating 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

PCACV will encourage all students to participate with their credentialed teacher to enhance their understanding, and skills in all subject areas. The Charter School will also use a variety of state adopted curricula, which include customized instruction for universal access to less proficient students, English learners (“ELs”), and advanced students. Teachers will attend numerous trainings throughout the year designed to enhance their ability to personalize instruction for each type of learner, PCACV will integrate STEM educational skills within all subject areas.

Serving English Learners

The Charter School will meet all applicable legal requirements for EL, including long-term English learners or English learners at risk of becoming long-term English Learners, 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 a California public school. The home language survey is included within the enrollment packet.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—TK/K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

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

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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

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 ELPAC.
- Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

EL students will be referred to the Charter School’s Executive Director to ensure that the student 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 Charter School’s curriculum.

Instruction will be primarily in integrated setting, 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 designated instruction that focuses 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 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 annual 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, ADA IDEA.

The Charter School will be its own local educational agency (“LEA”) and intends to be a member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a).

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.

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

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

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the 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 policies 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 general 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 general education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the general 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 the Charter School shall adopt

the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the 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 their 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 the 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 reasonably 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(c)(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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

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

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

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both 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, which are Hispanic students, white students, and socioeconomically disadvantaged students. 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	
<i>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))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All teachers will be fully credentialed and appropriately assigned.
ACTIONS TO ACHIEVE GOAL	The Charter School maintains hiring and placement policies that ensure all teachers are fully credentialed and appropriately assigned.
MEASURABLE OUTCOME	All teachers will be fully credentialed and appropriately assigned.
METHODS OF MEASUREMENT	Teacher certifications and teacher assignments.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	100% of teachers will be appropriately credentialed and assigned.
GOALS AND OUTCOMES FOR WHITE STUDENTS	100% of teachers will be appropriately credentialed and assigned.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of teachers will be appropriately credentialed and assigned.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have access to standards-aligned instructional materials.
ACTIONS TO ACHIEVE GOAL	The Charter School will purchase and make available standards-aligned instructional materials
MEASURABLE OUTCOME	All students will have access to standards-aligned instructional materials.
METHODS OF MEASUREMENT	Invoices of instructional materials purchases as well as library inventory lists.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
GOALS AND OUTCOMES FOR WHITE STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.

GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well-kept and well maintained in good repair.
ACTIONS TO ACHIEVE GOAL	The Charter School will work with building management and keep all aspects in good repair.
MEASURABLE OUTCOME	Facilities will be safe and in good repair.
METHODS OF MEASUREMENT	Repair requests and tracking of fulfillment of the requests to ensure they are completed within a timely fashion.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	School facilities will be well-kept and well maintained in good repair.
GOALS AND OUTCOMES FOR WHITE STUDENTS	School facilities will be well-kept and well maintained in good repair.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	School facilities will be well-kept and well maintained in good repair.
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>	
<i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will be taught by appropriately credentialed teachers who have been trained in the implementation of State Standards and taught with State Standards-aligned materials.
ACTIONS TO ACHIEVE GOAL	Provide professional development opportunities for credentialed staff to gain knowledge and techniques in implementing the CCSS. All students will receive standards-aligned curriculum and materials that aligns with the State Standards pursuant to their individualized personalized learning plans. Offer State Standards-aligned tutoring services for students.
MEASURABLE OUTCOME	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.

METHODS OF MEASUREMENT	Professional development calendar and sign-in sheets. Staff member feedback through their own personalized growth plan. Instructional materials inventory. Students' personalized learning plans/Master Agreements. Student work records. Staff rosters. Credential verification.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	100% of students will have State Standard-aligned materials and will be taught by appropriately credentialed teachers.
GOALS AND OUTCOMES FOR WHITE STUDENTS	100% of students will have State Standard-aligned materials and will be taught by appropriately credentialed teachers.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will have State Standard-aligned materials and will be taught by appropriately credentialed teachers.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	All EL students will gain academic content knowledge through implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	<p>Students identified by Home Language Survey will be given the ELPAC within the first 30 days of school.</p> <p>EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream.</p> <p>EL students will read authentic material, not simplified or contrived.</p> <p>EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, oral presentations, science experiments.</p> <p>EL students will learn technical and academic vocabulary.</p> <p>Classroom teacher will assign the core/essential concepts related to the specific content for the EL teacher to teach to the EL student.</p> <p>100% of English learners will participate in State Standards in ELD during designated and integrated ELD.</p>
MEASURABLE OUTCOME	<p>All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily.</p> <p>At least 2% of students will advance by at least one EL level yearly. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores.</p>

	In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027. Long term EL students will advance at the same rate as classified EL students. 100% of students will return the Home Language Survey.
METHODS OF MEASUREMENT	EL student performance on the standardized benchmark assessment, ELPAC, and CAASPP. EL folders and work records.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	All EL students will gain English language proficiency through implementation of ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Students initially identified by the Home Language Survey will be given the ELPAC Initial within the first 30 days of school. Students identified through CALPADS will be given the ELPAC Summative annually. Instructional strategies described in Element A, above, will be utilized. EL progress will be monitored. Professional development will be provided to teachers on ELD best practices.
MEASURABLE OUTCOME	EL students will increase English language proficiency from prior year. 100% of teachers will be trained on ELD best practices. All identified students will be given the ELPAC within the first 30 days of school. 100% of teachers will employ the ELD strategies described in Element A during content area lessons daily.
METHODS OF MEASUREMENT	Standardized benchmark assessment, ELPAC, and CAASPP. Professional Development sign-in sheets ELPAC testing roster/reports EL Folders (inclusive of internal assessments) and student work records.
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input for making decisions for Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Parents will increase their skills and confidence to be able to successfully support their children.
ACTIONS TO ACHIEVE GOAL	Create and encourage attendance to parent trainings, which may include by are not limited to parent led groups, videos, or webinars. The Charter School will seek input for the development of the LCAP

	through annual survey and meeting. The Charter School will seek parent responses on survey questions regarding connectedness to the Charter School’s mission and vision, school safety, academic program, and school communication. The Charter School will aim for 90% of parents participating in stakeholder surveys.
MEASURABLE OUTCOME	75% participation parent training and attendance at all family events.
METHODS OF MEASUREMENT	Sign in record of those in attendance of parent training or who have watched video recordings. Annual parent survey. Copy of weekly/monthly school newsletter. Website log. Sent emails log.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	75% participation parent training and attendance at all family events.
GOALS AND OUTCOMES FOR WHITE STUDENTS	75% participation parent training and attendance at all family events.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	75% participation parent training and attendance at all family events.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Parents will increase their skills and confidence to be able to successfully support their children.
ACTIONS TO ACHIEVE GOAL	Create and encourage attendance to parent trainings, which may include but are not limited to parent led groups, videos or webinars. Provide consistent communication with families through ongoing newsletters, emails, and phone calls. Encourage volunteer opportunities and will post the information on the Charter School’s website.
MEASURABLE OUTCOME	75% participation parent training and attendance at all family events.
METHODS OF MEASUREMENT	Sign in record of those in attendance of parent training or who have watched video recordings. Annual parent survey. Copy of weekly/monthly school newsletter. Website log. Sent emails log.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	75% participation parent training and attendance at all family events.
GOALS AND OUTCOMES FOR WHITE STUDENTS	75% participation parent training and attendance at all family events.

GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	75% participation parent training and attendance at all family events.
SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	Parents will increase their skills and confidence to be able to successfully support their children.
ACTIONS TO ACHIEVE GOAL	Create and encourage attendance to parent trainings, which may include but are not limited to parent/staff led groups, videos or webinars. The Charter School will provide constant and consistent communication with families through ongoing newsletters, emails, and phone calls in English and Spanish. The Charter School will provide accommodations to parents with disabilities, as necessary. The Charter School will hold parent meetings with parents of students with exceptional needs prior to starting school, during IEP meetings, and as necessary to provide support. The Charter School will encourage volunteer opportunities and will post the information on the Charter School’s website. Translators available to make phone calls and attend conferences and meetings with parents.
MEASURABLE OUTCOME	At least 75% of parents will be involved in activities supported by or sponsored by the Academy.
METHODS OF MEASUREMENT	Sign in record of those in attendance of parent training or who have watched video recordings. Annual parent survey. Copy of weekly/monthly school newsletter. Website log. Sent emails log.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	75% participation parent training and attendance at all family events.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <i>A. California Assessment of Student Performance and Progress statewide assessment</i> <i>B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> <i>C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California</i> <i>D. EL reclassification rate</i> <i>E. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> 	

<i>F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>	
SUBPRIORITY A – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	At least 75% of 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.
ACTIONS TO ACHIEVE GOAL	Credentialed staff will be trained in the most effective instructional practices. Additional support will be provided to each student.
MEASURABLE OUTCOME	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 (subject to considerations based on date of enrollment).
METHODS OF MEASUREMENT	CAASPP
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	75% of students will demonstrate progress on the CAASPP statewide assessment in the area of English Language Arts/literacy and mathematics.
GOALS AND OUTCOMES FOR WHITE STUDENTS	75% of students will demonstrate progress on the CAASPP statewide assessment in the area of English Language Arts/literacy and mathematics.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	75% of students will demonstrate progress on the CAASPP statewide assessment in the area of English Language Arts/literacy and mathematics.
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Increase the number of classes that have been A-G approved and student participation in A-G courses.
ACTIONS TO ACHIEVE GOAL	Provide staff with training to write A-G courses. Submit courses for A-G approval. Review and track all high school students' schedules to ensure programming into A-G approved courses.
MEASURABLE OUTCOME	75% of high school students will be in A-G approved courses.
METHODS OF MEASUREMENT	High school transcript and Student Information System (SIS). A-G approval list. Student course participation tracking.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	75% of high school students will be in A-G approved courses

GOALS AND OUTCOMES FOR WHITE STUDENTS	75% of high school students will be in A-G approved courses
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	75% of high school students will be in A-G approved courses
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	Provide opportunities for EL students to make gains in language acquisition and content knowledge. All EL students will increase academic growth from prior year.
ACTIONS TO ACHIEVE GOAL	All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. Utilize strategies described in Element A in daily instruction. ELD reports will be given to parents with regular report cards. Provide professional development on ELD instructional Strategies. Offer student support through tutoring and specialized curriculum.
MEASURABLE OUTCOME	All EL students will increase academic growth from prior year.
METHODS OF MEASUREMENT	Standardized benchmark assessment, ELPAC, CAASPP, and EL reclassification rates.
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Provide opportunities for EL students to make gains in language acquisition and content knowledge. 80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
ACTIONS TO ACHIEVE GOAL	All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. EL students will receive in-class ELD instructional support which includes small group instruction, usage of ELD instructional strategies and curriculum. Parents will be informed of student progress through ELPAC scores, ELD report card, and assessment scores. ELD reports will be given to parents with regular report cards. Provide Professional Development on ELD instructional strategies. Offer student support through tutoring and specialized curriculum.
MEASURABLE OUTCOME	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
METHODS OF MEASUREMENT	Standardized benchmark assessment, ELPAC, CAASPP, and EL reclassification rates.

SUBPRIORITY E – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Offer AP courses and exams. 100% of students wishing to take AP courses will have access to desired courses. After the Charter School begins to offer AP courses, the percentage of students that will take and pass an AP Exam with a score of 3, 4, 5 will increase by 2% each year.
ACTIONS TO ACHIEVE GOAL	Research necessary requirements to offer AP coursework and exams. Provide information regarding the benefits of AP courses to all high school students.
MEASURABLE OUTCOME	AP courses and exams will be offered in multiple subjects. Student participation. 100% of students wishing to take AP courses will have access to desired courses. After the Charter School begins to offer AP courses, the percentage of students that will take and pass an AP Exam with a score of 3, 4, 5 will increase by 2% each year.
METHODS OF MEASUREMENT	Course count, the number of students who take AP exam, score reports.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	100% of students wishing to take AP courses will have access to desired courses. After the Charter School begins to offer AP courses, the percentage of students that will take and pass an AP Exam with a score of 3, 4, 5 will increase by 2% each year.
GOALS AND OUTCOMES FOR WHITE STUDENTS	100% of students wishing to take AP courses will have access to desired courses. After the Charter School begins to offer AP courses, the percentage of students that will take and pass an AP Exam with a score of 3, 4, 5 will increase by 2% each year.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students wishing to take AP courses will have access to desired courses. After the Charter School begins to offer AP courses, the percentage of students that will take and pass an AP Exam with a score of 3, 4, 5 will increase by 2% each year.
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Create a culture of college prepared students for 100% of high school students by teaching college readiness skills and programming students in A-G courses.
ACTIONS TO ACHIEVE GOAL	Provide staff with training to write A-G courses. Provide courses that satisfy A-G requirements. Provide AP courses Provide college counseling. Provide robust student supports to increase student access to challenging college-prep coursework
MEASURABLE OUTCOME	The Charter School will increase the percentage of students who are “prepared” for college/career on the College/Career indicator on the Dashboard by at least 2% each year of the charter term.

METHODS OF MEASUREMENT	High school transcript and SIS. California School Dashboard College/Career indicator.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	The Charter School will increase the percentage of students who are “prepared” for college/career on the College/Career indicator on the Dashboard by at least 2% each year of the charter term.
GOALS AND OUTCOMES FOR WHITE STUDENTS	The Charter School will increase the percentage of students who are “prepared” for college/career on the College/Career indicator on the Dashboard by at least 2% each year of the charter term.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Charter School will increase the percentage of students who are “prepared” for college/career on the College/Career indicator on the Dashboard by at least 2% each year of the charter term.
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> 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 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a three-year average attendance rate of 90%.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families, including those of the various subgroups enrolled.</p> <p>Attendance updates to families reminding them of the importance of in-school attendance/assignment completion as the primary way of learning and success.</p> <p>The Charter School will recognize students with perfect or improved attendance.</p>
MEASURABLE OUTCOME	Attendance rate will be 90% over a three-year average.
METHODS OF MEASUREMENT	Daily/monthly attendance reports and student work logs. P1/P2 reports.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	Attendance rate will be 90% over a three-year average.

GOALS AND OUTCOMES FOR WHITE STUDENTS	Attendance rate will be 90% over a three-year average.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Attendance rate will be 90% over a three-year average.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School’s chronic absenteeism rate will be below the State average as indicated on the California School Dashboard.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families, including those of the various subgroups enrolled.</p> <p>Attendance updates to families reminding them of the importance of in-school attendance/assignment completion as the primary way of learning and success.</p> <p>The Charter School will recognize students with perfect or improved attendance.</p> <p>Parents of students with more than 5 unexcused absences per semester will meet with administration.</p>
MEASURABLE OUTCOME	The Charter School’s chronic absenteeism rate will be below the State average as indicated on the California School Dashboard.
METHODS OF MEASUREMENT	Daily/monthly attendance reports and student work logs. P1/P2 reports. Chronic absenteeism indicator on the California School Dashboard.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	The Charter School’s chronic absenteeism rate will be below the State average as indicated on the California School Dashboard.
GOALS AND OUTCOMES FOR WHITE STUDENTS	The Charter School’s chronic absenteeism rate will be below the State average as indicated on the California School Dashboard.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Charter School’s chronic absenteeism rate will be below the State average as indicated on the California School Dashboard.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have less than a 5% drop-out rate. The Charter School will ensure that students have academic counseling on

	graduation requirements. The Charter School will ensure that students prepare for college or career training.
ACTIONS TO ACHIEVE GOAL	Create courses that are personalized to meet students’ interests and objectives to keep students engaged in learning. The administration will monitor students at risk of drop-out, including credit-deficient students. Interventions such as tutoring will be offered.
MEASURABLE OUTCOME	The Charter School will have less than a 5% drop-out rate.
METHODS OF MEASUREMENT	Track middle school dropout rate.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	The Charter School will have less than a 5% drop-out rate.
GOALS AND OUTCOMES FOR WHITE STUDENTS	The Charter School will have less than a 5% drop-out rate.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Charter School will have less than a 5% drop-out rate.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have less than a 5% drop-out rate. The Charter School will ensure that students have academic counseling on graduation requirements. The Charter School will ensure that students prepare for college or career training.
ACTIONS TO ACHIEVE GOAL	Create Courses that are personalized to meet students’ interests and objectives to keep students engaged in learning. The administration will monitor students at risk of drop-out, including credit-deficient students. Interventions such as tutoring and credit recovery will be offered. Address student needs for both college prep and career technical education (“CTE”) coursework. Provide connections with area colleges and community partnerships.
MEASURABLE OUTCOME	The Charter School will have less than a 5% drop-out rate.
METHODS OF MEASUREMENT	Track high school dropout rate.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	The Charter School will have less than a 5% drop-out rate.

GOALS AND OUTCOMES FOR WHITE STUDENTS	The Charter School will have less than a 5% drop-out rate.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Charter School will have less than a 5% drop-out rate.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	90% of seniors who have been at the Charter School for all four years of high school will graduate. The Charter School will ensure that have academic counseling on graduation requirements. The Charter School will ensure that students prepare for college or career training.
ACTIONS TO ACHIEVE GOAL	Create Courses that are personalized to meet students’ interests and objectives to keep students engaged in learning. The administration will monitor students at risk of drop-out, including credit-deficient students. Interventions such as tutoring and credit recovery will be offered. Address student needs for both college prep and CTE coursework. Provide connections with area colleges and community partnerships.
MEASURABLE OUTCOME	90% of seniors who have been at the Charter School for all four years of high school will graduate.
METHODS OF MEASUREMENT	Track high school graduation rate.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	90% of seniors who have been at the Charter School for all four years of high school will graduate.
GOALS AND OUTCOMES FOR WHITE STUDENTS	90% of seniors who have been at the Charter School for all four years of high school will graduate.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	90% of seniors who have been at the Charter School for all four years of high school will graduate.
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A– PUPIL SUSPENSION RATES	

GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a suspension rate of 0%.
ACTIONS TO ACHIEVE GOAL	Provide targeted supports to all students to meet their individual needs. Implement positive student behavior program including restorative practices and mindfulness practices. Incorporate alternatives to suspension. Provide counseling to ensure student success.
MEASURABLE OUTCOME	Maintenance of a suspension rate of 0%.
METHODS OF MEASUREMENT	California School Dashboard results
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	Maintenance of a suspension rate of 0%.
GOALS AND OUTCOMES FOR WHITE STUDENTS	Maintenance of a suspension rate of 0%.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Maintenance of a suspension rate of 0%.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain an expulsion rate of 0%.
ACTIONS TO ACHIEVE GOAL	Provide targeted supports to all students to meet their individual needs. Implement positive student behavior program including restorative practices and mindfulness practices. Incorporate alternatives to suspension. Provide counseling opportunities to ensure student success.
MEASURABLE OUTCOME	Maintenance of an expulsion rate of 0%.
METHODS OF MEASUREMENT	California School Dashboard results
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	Maintenance of an expulsion rate of 0%.
GOALS AND OUTCOMES FOR WHITE STUDENTS	Maintenance of an expulsion rate of 0%.
GOALS AND OUTCOMES FOR	Maintenance of an expulsion rate of 0%.

SOCIOECONOMICALLY DISADVANTAGED STUDENTS	
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents, and teachers will feel a sense of community and connectedness.
ACTIONS TO ACHIEVE GOAL	The Charter School will conduct an annual parent and student survey and provide academic counseling to ensure student success. Increase number of students and parents completing yearly survey by having survey completion done at meetings with parents. Also provide other opportunities for participation, such as pencil/paper vs. online surveys. Parents will be encouraged to participate in programs and events sponsored by the Charter School. The Charter School will adjust its practices based on survey results.
MEASURABLE OUTCOME	Parent and family satisfaction rates will be greater than 80%. Completed and returned survey rates will increase by 2% each year over the preceding year’s rate.
METHODS OF MEASUREMENT	Survey results.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	Parent and family satisfaction rates will be greater than 80%. Completed and returned survey rates will increase by 2% each year over the preceding year’s rate.
GOALS AND OUTCOMES FOR WHITE STUDENTS	Parent and family satisfaction rates will be greater than 80%. Completed and returned survey rates will increase by 2% each year over the preceding year’s rate.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Parent and family satisfaction rates will be greater than 80%. Completed and returned survey rates will increase by 2% each year over the preceding year’s rate.
<p><u>STATE PRIORITY #7— COURSE ACCESS</u></p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	

GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill. 100% of students will have access to a broad course of study. The Charter School will offer additional support for students identified as belonging to one or more subgroups.
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill. 100% of students will have access to a broad course of study.
ACTIONS TO ACHIEVE GOAL	All programs offered through the Charter School will be adapted as necessary to ensure success of students. All academic content areas will be available to all students, including student subgroups, at all grade levels. In addition, The Charter School will offer additional support for students identified as belonging to one or more subgroups.
MEASURABLE OUTCOME	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill. 100% of students will have access to a broad course of study.
METHODS OF MEASUREMENT	Benchmark assessments, i-Ready & IXL data, CAASPP data, assignment and work records, report cards, as well as student surveys.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill. 100% of students will have access to a broad course of study.
GOALS AND OUTCOMES FOR WHITE STUDENTS	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill. 100% of students will have access to a broad course of study.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill. 100% of students will have access to a broad course of study.
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	

GOAL TO ACHIEVE SUBPRIORITY	All Charter School students, including unduplicated students, will have access to all educational programs offered by the Charter School.
ACTIONS TO ACHIEVE GOAL	All programs offered through The Charter School will be adapted as necessary to ensure success of students. All academic content areas will be available to all students, including student subgroups, at all grade levels. In addition, The Charter School will offer additional support for students identified as belonging to one or more subgroups.
MEASURABLE OUTCOME	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill. 100% of students will have access to a broad course of study.
METHODS OF MEASUREMENT	Benchmark assessments, i-Ready & IXL data, California Assessment of Student Performance and Progress (“CAASPP”) data, assignment and work records, report cards, as well as student surveys.
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill. 100% of students will have access to a broad course of study.
GOALS AND OUTCOMES FOR WHITE STUDENTS	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill. 100% of students will have access to a broad course of study.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill. 100% of students will have access to a broad course of study.
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	Initiate subject level committees to meet and create vertical alignment. Utilize instructional strategies that include: small group work, reading intervention, speaking skills to present information,

	<p>narrative and response to literature, collaboration with colleagues to support learning goals, project-based learning, and direct instruction.</p> <p>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.</p>
MEASURABLE OUTCOME	Students will show 2% or greater year over year improvement in ELA benchmarks.
METHODS OF MEASUREMENT	Benchmark assessments, i-Ready & IXL data, CAASPP data, assignment and work records, report cards
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	Students will show 2% or greater year over year improvement in ELA benchmarks.
GOALS AND OUTCOMES FOR WHITE STUDENTS	Students will show 2% or greater year over year improvement in ELA benchmarks.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Students will show 2% or greater year over year improvement in ELA benchmarks.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School 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.
ACTIONS TO ACHIEVE GOAL	Initiate subject level committees. Create vertical alignment. Utilize instructional strategies that include: small group work, math intervention, online tools and resources, collaboration with colleagues to support learning goals, project-based learning and direct instruction.
MEASURABLE OUTCOME	Students will show 2% or greater year over year improvement in math benchmarks.
METHODS OF MEASUREMENT	Benchmark assessments, i-Ready & IXL data, CAASPP data, assignment and work record, report card
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	Students will show 2% or greater year over year improvement in math benchmarks.

GOALS AND OUTCOMES FOR WHITE STUDENTS	Students will show 2% or greater year over year improvement in math benchmarks.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Students will show 2% or greater year over year improvement in math benchmarks.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	Initiate subject level committees to create vertical alignment. Ensuring student preparedness for grade level requirements. Strategies included in an integrated approach are: project-based learning, non-fiction, and historical fiction texts; mini research projects and presentations, computer-based information (articles, videos); field trip experiences, debates, and hands on projects.
MEASURABLE OUTCOME	75% or more of students will meet grade level standards in social science courses annually.
METHODS OF MEASUREMENT	Benchmark assessments, i-Ready & IXL data, CAASPP data, assignment and work record, report card
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	75% or more of students will meet grade level standards in social science courses annually.
GOALS AND OUTCOMES FOR WHITE STUDENTS	75% or more of students will meet grade level standards in social science courses annually.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	75% or more of students will meet grade level standards in social science courses annually.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Charter will increase the number of students showing growth in multiple measures including the California Science Test (“CAST”) – 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.
ACTIONS TO ACHIEVE GOAL	Initiate subject level committees to meet and create vertical alignment. This will ensure student preparedness for grade level requirements. Students will study the area of science congruent with

	NGSS. Utilizing inquiry-based approach and experiential activities and projects, students will develop an understanding of science disciplinary core ideas and practices. Strategies include: hands on learning, project-based learning, gathering, and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	75% or more of students will meet grade level standards in science courses annually.
METHODS OF MEASUREMENT	Benchmark assessments, i-Ready & IXL data, CAASPP data, assignment and work record, report card
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	75% or more of students will meet grade level standards in science courses annually.
GOALS AND OUTCOMES FOR WHITE STUDENTS	75% or more of students will meet grade level standards in science courses annually.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	75% or more of students will meet grade level standards in science courses annually.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will improve in critical research and performing arts skills; increase in visual and performing arts presentation, Students will write and improve their ability to articulate their interests in the Arts
ACTIONS TO ACHIEVE GOAL	Initiate subject level committees to meet and create vertical alignment. This will ensure student preparedness for grade level requirements Expand online visual and performing arts (“VAPA”) program offerings.
MEASURABLE OUTCOME	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.
METHODS OF MEASUREMENT	Assignment and work records, student learning logs, report cards
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.
GOALS AND OUTCOMES FOR WHITE STUDENTS	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.

GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will improve physical fitness focusing on a healthy lifestyle
ACTIONS TO ACHIEVE GOAL	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.
MEASURABLE OUTCOME	70% of K-8 students engage in physical education courses or related activities annually, and high school students will earn at least 10 credits of PE.
METHODS OF MEASUREMENT	CPFT participation and outcomes, assignment and work record, student learning logs, report cards
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	70% of K-8 students engage in physical education courses or related activities annually, and high school students will earn at least 10 credits of PE.
GOALS AND OUTCOMES FOR WHITE STUDENTS	70% of K-8 students engage in physical education courses or related activities annually, and high school students will earn at least 10 credits of PE.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	70% of K-8 students engage in physical education courses or related activities annually, and high school students will earn at least 10 credits of PE.
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate grade level skills and content knowledge in health.
ACTIONS TO ACHIEVE GOAL	Using the California Health Content Standards, research and develop learning opportunities and curricula to provide a comprehensive health program to all students.
MEASURABLE OUTCOME	75% or more of students will meet grade level standards in health courses taken.
METHODS OF MEASUREMENT	High school transcripts, report cards, assignment and work records
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	75% or more of students will meet grade level standards in health courses taken.

GOALS AND OUTCOMES FOR WHITE STUDENTS	75% or more of students will meet grade level standards in health courses taken.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	75% or more of students will meet grade level standards in health courses taken.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All students will complete foreign language graduation requirements.
ACTIONS TO ACHIEVE GOAL	Using the California World Languages Standards, research and develop learning opportunities and curricula to provide a comprehensive foreign language program to all students.
MEASURABLE OUTCOME	Student completion of foreign language course of study.
METHODS OF MEASUREMENT	High school transcripts, report cards, assignment and work records
GOALS AND OUTCOMES FOR HISPANIC STUDENTS	All students will complete foreign language graduation requirements.
GOALS AND OUTCOMES FOR WHITE STUDENTS	All students will complete foreign language graduation requirements.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	All students will complete foreign language graduation requirements.
SUBPRIORITY I – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All students will have the opportunity to explore career related pathways as they work towards graduation.
ACTIONS TO ACHIEVE GOAL	Using the California Career Technical Education Standards, research and develop learning opportunities and curricula to provide a comprehensive CTE program to all students.
MEASURABLE OUTCOME	Student completion of CTE course of study and number of CTE courses offered by the Charter School.
METHODS OF MEASUREMENT	High school transcripts, report cards, assignment and work records as well as the master schedule.

GOALS AND OUTCOMES FOR HISPANIC STUDENTS	All students who wish to engage in CTE coursework will have the opportunity to do so.
GOALS AND OUTCOMES FOR WHITE STUDENTS	All students who wish to engage in CTE coursework will have the opportunity to do so.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	All students who wish to engage in CTE coursework will have the opportunity to do so.

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:

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC Initial Assessment	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	TK-12 As prescribed	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.

ELPAC Summative Assessment	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.	TK-12 Every year until Reclassified as Fluent English Proficient	Once a year	The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.
CAASPP	State criterion-based assessment in ELA and Math	3-8, 11	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
CAST	State criterion-based assessment in Science	5, 8, once in high school	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.

California Alternate Assessment (“CAA”)	State alternative assessment in ELA, Math, and Science for qualified students	3-8, 11 for qualified students	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year’s LCAP.
Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	TK-12	Daily/ Weekly	Students show mastery and proficiency in content knowledge.
Curriculum Based Assessments	Assess mastery of unit/lesson content	TK-12	End of unit/end of semester/end of year	Students show mastery and proficiency in content knowledge.
Curriculum Based Benchmarks	Determine progress toward Standard Mastery in grade level core curriculum	TK-12	Quarterly	Students demonstrate progress toward Standards Mastery
PSAT	Preparation for AP Courses	10, 11	As prescribed	Students demonstrate aptitude for HS AP Courses.

California Physical Fitness Test (“CPFT”)	State criterion-based assessment in Physical Fitness	5, 7, 9	Spring/Once a year	Students demonstrate levels of health-related fitness
Smarter Balanced Practice Test	Practice the Smarter Balanced Assessment to familiarize the students with the structure of the SBAC Test	3-8, 11	Once per year	Students will become familiar with the test format.
Smarter Balanced Interim Comprehensive Assessment (ICAs)	Provide students with the same item types and formats of the SBAC to include performance tasks Provide teachers with overall scale score and performance level of each student	3-8, 11	Twice per year	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year’s LCAP.
Smarter Balanced Interim Assessment Blocks (IABs)	Provide students an opportunity to show standard mastery on smaller targets for instruction	3-8, 11	As assigned by teacher	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year’s LCAP.

SAT/ACT	Preparation for College Entrance	11, 12	As prescribed	Students will determine aptitude for success in college. Also, it is a college entrance requirement for many colleges and universities.
AP Exams	Provide students opportunity to take a college level course while still in high school and receive credit from college	10-12	As prescribed in May	Students will be exposed to a college level course while still in high school. Any student scoring a 3, 4 or 5 may receive credit at the college in which they enroll.
DIBELS	Used to benchmark and monitor the development of early literacy and early reading skills	TK-8	As indicated by the publisher	Students will be expected to read at grade level or higher.
Assessments constituting “verified data” – i-Ready	Measures student growth in ELA and math, and allows the Academy and its teachers to make data-driven instructional decisions based on student performance and progress	2-12	Three times per year	Students will make annual progress of one-year or more.

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. 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 will 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 C, 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 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 Charter 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 “standard met,” 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 School Accountability Report Card (“SARC”), 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(c)(5)(D).

Non-Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated by Phoenix Charter Academy (PCA), 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(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix D, please find Phoenix Charter Academy's Articles of Incorporation, proposed Bylaws, and proposed 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 one (1) parent representative; and four (4) 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 enough suitable non-parent community members 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(c). 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.

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.

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.

The Board is currently comprised of the following individuals whose qualifications are as described:

Patrick Keener: Director of Economic Development, and Electric Manager for Redding Utilities (Business & Community Representative)

Pamela Knickerbocker: Physician Shasta Community Health (Business & Community Representative)

Rod Menezes: Mechanical Engineer for Frontier Consulting Engineers (Parent Representative)

Lance Smith: Retired Lineman and current Contract Crew Coordinator for Pacific Gas & Electric, (Community & Business Representative)

Kyle Knickerbocker: Estimator for Bullert Industrial Electric, (Community Representative)

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 and Education Code Section 47604.1(c). 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 dismiss 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 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;
- 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 and Education Code Section 47604.1.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the proposed Conflict of Interest Code is attached within Appendix D. As required, the Conflict of Interest Code shall be approved by the County Board of Supervisors.

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.
- 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;
- Facilitate the Development 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.

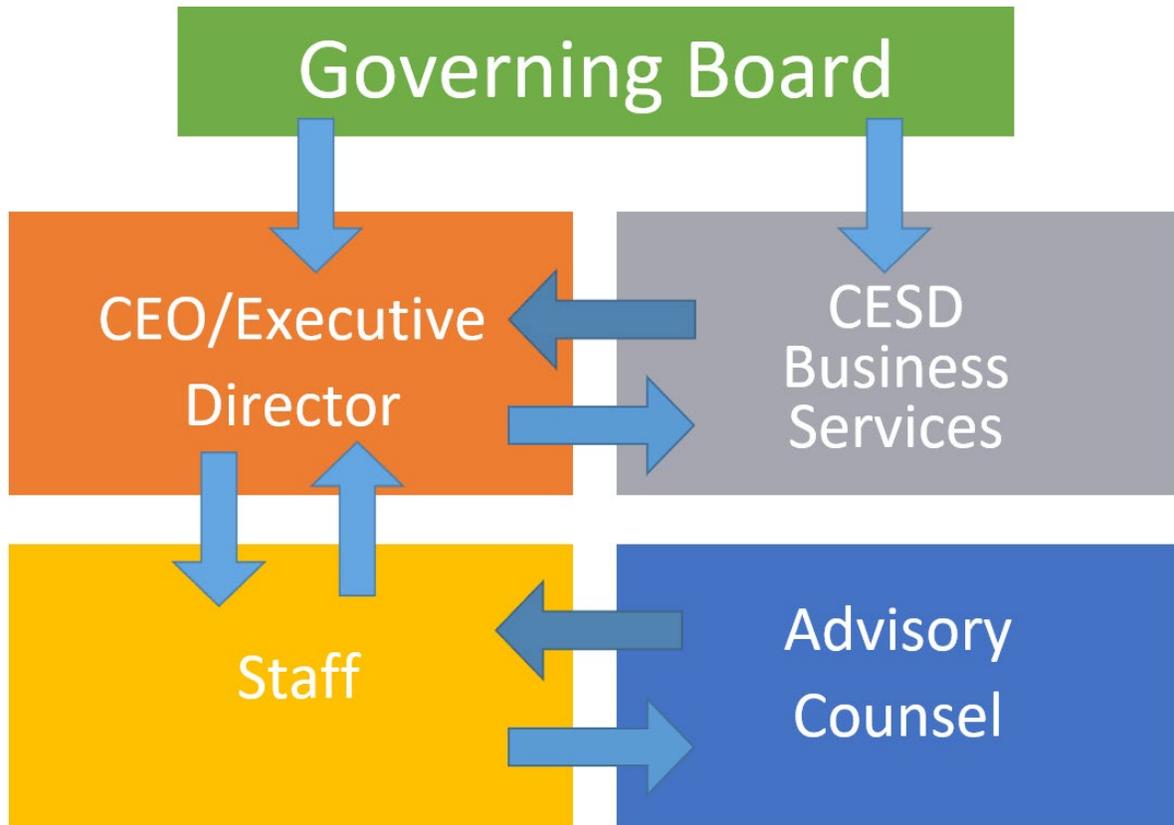
Parent Involvement

In addition to being involved in the student's educational program, PCACV parents may participate in the Advisory Council. The purpose of PCACV's Advisory Council is to gather input from the vested members of our school community (evenly weighted between staff and families)

and use that information to help improve or enhance the Charter School. This includes facilitating community events and other student-body activities, addressing concerns of the families/staff.

The Advisory Council consists of four teachers, one classified staff member, the director, two parents of elementary students, two parents of high school students, and two high school students. PCA families elect the members (if there are enough volunteers to warrant an election). Advisory Council meetings are open to the public.

Organizational Chart



ELEMENT E: EMPLOYEE QUALIFICATIONS

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

Executive Director

The Executive Director of the Charter School will possess leadership abilities and a comprehensive educational vision that is consistent with the Charter 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 be a certificated teacher.

Teachers

TORs will hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. 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 Charter School and in the lives of the students and staff
- Hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- Continue in their 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.

Required 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, and shall be outlined in the Employee Handbook.

- 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.

Required Qualifications:

- 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.
- 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

Required Qualifications:

Knowledge of:

- Modern office organization, procedures, practices, equipment.
- Applicable 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

Required Qualifications:

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

Required 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 require all of the following:

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

In order to provide safety for all students and staff, the Charter School shall maintain 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 procedures 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.

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 not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830 and 45122.1. 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, and for employees at least once each four years thereafter, 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. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

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:

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

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

Feminine Hygiene Products

The Charter School stocks all women's restrooms and all-gender restrooms, and at least one men's restroom with an adequate supply of menstrual products, available and accessible, free of cost and shall post a notice of the requirements of Section 35292.6 in a prominent and conspicuous location in each of these restrooms.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

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

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200

- provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents

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

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 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 care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School 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.

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

Bullying Prevention

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

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

ELEMENT G: STUDENT POPULATION BALANCE

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

The Charter School 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 District, the Charter School will strive to recruit students from a range of racial, ethnic, linguistic, special education, and socioeconomic backgrounds.

PCACV's site based program, 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 may 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 Charter 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. Upon request, the Charter School will furnish the District annual documentation of ongoing recruitment and outreach efforts.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(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 the pupil's 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. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

All prospective students and their parents/guardians shall complete an enrollment application packet after meeting with Charter School staff to learn about the educational programs, including the scheduling for the classroom-based program which includes one home day of independent study. 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.

On the application, students will be required to indicate whether they wish to apply for the classroom-based program, or the home school program, or both, and rank their preferred program choices.

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 records⁴

After enrollment, the Charter School will assess the student's academic levels to create a personalized learning plan and Master Agreement 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, both for the classroom-based program and the home school programs. 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 students⁵, 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 students admitted to or attending the Charter School
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

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each program and grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the

⁴ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

⁵ Existing students shall be considered to include students enrolled at Phoenix Charter Academy, Charter No. 1900, during the 2021-22 school year.

lowest applicable grade level, and shall be repeated for each program (i.e., classroom-based and home school). There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

If a student is granted admission in the program that they indicated to be their first choice on their application, that student shall not be included in subsequent drawings for other programs.

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.

Students will receive notification that they were granted admission in the manner provided in the Charter School's admission policy and will have seventy-two (72) hours to accept the offer, or the space will be considered forfeited. A student who was offered spaces in multiple programs (e.g., the classroom-based program, the 2-day a month program, and the 3-day a week program) must also elect in that time period the single program in which they wish to enroll. If, as a consequence of drawing from the waitlist, a student is granted admission in a particular program, they must accept that space within seventy-two (72) hours or the space will be considered forfeited.

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(c)(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(c)(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 Board 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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

Policy

The Suspension and Expulsion Policy and Procedures have 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 describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student

suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which 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 this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon 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 IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s

academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
 - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the 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 student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a

certificated school employee, with the Executive Director or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical

violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the 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 student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces,

(D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the 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 student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian 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(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the 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 designee, the student and the student's parent/guardian or representative

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

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

D. Authority to Expel

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

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

E. Expulsion Procedures

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

expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA unless the student 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 student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
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 the complaining witness 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 the complaining witness 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 the complaining witness 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 their discretion to remove a person from the hearing whom they 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 student being expelled, the complaining witness shall have the right to have their 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 entity 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 student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

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 Board of Directors shall make the final determination regarding the expulsion 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, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

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

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

J. Written Notice to Expel

The 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 and the student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district 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 chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

Parents/guardians of students 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.

N. 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 student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant

information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the 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/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in

accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

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

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

5. Special Circumstances

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS

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

Eligible employees will participate in State Teachers' Retirement System ("STRS"). Eligible 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(c)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents 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(c)(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.

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 chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(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(c)(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 FERPA. 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 as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix E, 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 also shall 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(h).

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

- Budget narrative
- A projected budget
- Financial projections and cash flow three years

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.
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 SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

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

Administrative Services

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, 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 procures business services with a multiyear contractual agreement from Columbia Elementary School District.

At any time, the Charter School may discuss the possibility of purchasing other 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.

The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

Facilities

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

The Charter School's future site will be located at 145 Shasta View Drive, Redding CA 96003.

Potential Civil Liability Effects

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

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(d), 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 intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this 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 Charter 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 supervisory 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.

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