

Schaefer Charter School Charter School Renewal Petition

For the Term of July 1, 2017 through June 30, 2022

Submitted on April 5, 2017 to the
Piner-Olivet Union School District Board of Trustees

AFFIRMATIONS & DECLARATION

Schaefer Charter School (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 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Piner-Olivet Union School District (the “District”) declares that it shall be deemed the exclusive public school employer of the employees of Schaefer Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition.
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all pupils who wish to attend the Charter School and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the Americans with Disabilities Act of 1990 (“ADA”).

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act and the Federal Educational Privacy Rights Act (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act.
- 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).
- The Charter School will develop a conflicts of interest code in accordance with the conflicts code of the District.
- If a pupil is expelled or leaves the Charter School without graduating or completing the

school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

Academics

The school has developed a Learning Center and a full-time counselor providing students with early interventions according to the MTSS (Multi-Tier Systems of Supports) model. The students have gained a year or more in reading and some are now at grade level and have been exited from the program. Students are provided friendship groups with the counselor to work on social skills as well as one-on-one counseling support. Staff have also been trained in No Bully/Solution Teams and the Solution Team model is used to mitigate student conflicts. Teachers and support staff have been trained in The Toolbox Project, a social emotional “toolbox” of tools that students can use to avoid conflict and manage emotions.

The school has additional support for ELL (English Language Learners) in the Learning Center. Kindergarteners receive extra support in focus groups and in the Learning Center. ELD (English Language Development) is integrated and designated across grade levels.

The SDC (Special Day Class) students are mainstreamed into general education classrooms for ½ of their day providing full inclusion with other students. This has increased their self-esteem and their sense of belonging to the school community.

Integration of subject areas is increasing throughout the grade levels and is a future area of focus in alignment with the Common Core, Next Generation Science Standards, and integrated ELD strategies.

The school is piloting a new “Report Card” that consists of a Mastery Continuum versus letter/number grades. This method allows for our students to articulate and take ownership of their learning.

The school has a full-time PE teacher that serves all students grades K-6.

Student, Teacher, and Staff Accomplishments

The school has developed 21st Century Classroom Spaces which include pedagogy, assessment and room design. Teachers have examined their pedagogy and assessment practices and have made changes in order to support student-centered learning. Classrooms have been remodeled to allow for several types of learning spaces within the room.

The Learning Center is in place as a part of our MTSS (Multi-Tier Systems of Supports) – Teachers have received training in differentiated instruction, and our RSP teacher has provided training in behavior support and in-class, Tier I interventions. Tier II interventions are provided in the Learning Center and Tier III interventions are provided in the on-site SDC (Special Day Class) and RSP (Resource Specialist Program) classrooms.

All teachers have been trained in NGSS (Next Generation Science Standards) and teachers in

grades 3-6 have been trained in PBL (Project Based Learning).

Teachers and yard duty staff have been trained in No Bully/Solution Teams, and Solution Teams are utilized to help manage conflicts.

The school provides a Maker Camp in the summer for students in grades 2-6 which gives them experiential, project based learning opportunities.

Students are empowered to take responsibility in maintaining the school culture through the Junior Coaches Program. The purpose of the program is to keep the yard Safe, Fair and Fun. Junior Coaches are students in grades 4-6.

Student Council provides leadership opportunities for students in grade 6. They serve on an Executive Board that meets with the Principal monthly, and students in grades 2-6 serve as classroom representatives. The students produce a newscast and do weekly announcements and monthly Fun Friday/Spirit Day activities.

Maker education is integrated into the classroom and a teacher on special assignment (Teacher who holds a Maker Certificate) brings hands-on learning opportunities to both teachers and students based on the NGSS (Next Generation Science Standards). This teacher works with the classroom teachers to connect curriculum to hands-on activities and provides push in support as needed. This teacher provides support to all elementary schools in the district.

Two primary teachers are GLAD trained and have built the capacity of staff through trainings and coaching. All teachers have been trained in Momentum in Teaching – Lucy Calkins Writer’s Workshop. CCSS Math units have been developed and common assessments are being developed and implemented.

Operations

In 2011-2012 solar arrays were installed, technology infrastructure was updated, and HVAC and roof was replaced. In 2014-2015 flooring was replaced in rooms 8-18 and 21, in wall tables, paint, and windows were installed in the multi-purpose room, the exterior of the school was painted, and student restrooms were remodeled including finishes, lighting, fixtures, and accessories.

Governance

The Piner-Olivet Union School District has a governing board of five members and has been running in accordance to the adopted bylaws. The governing board developed a governance handbook in 2016 delineating effective governance and their commitment to district student outcomes. The board undergoes an annual self-assessment and chooses areas of focus to promote a culture of continual growth.

Finance

Our school and district has had no findings on audits in the past five years. In addition, the

schools has annually been in compliance with all state and federal reporting. Fiscally the school is sustainable as can be seen on the attached reports for the next five years and beyond. The district has reserves of 11% and has taken these measures to ensure a fiscally sound business operation.

Likelihood of Future Success

Based on all aspects listed above the district believes the likelihood of future success is high and will continue to support this school to ensure success.

Plans for Future Improvement

Train all teachers in PBL

Provide teachers with time to plan cross-curricular units

Get all teachers K-6 GLAD trained

Target students in grades K-3 for the Learning Center so no intervention is necessary in grades 4 and up

CHARTER RENEWAL CRITERIA

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

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

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school-wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

Note on Testing Data

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

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the criteria of Education Code Sections 47607(b)(2)-(3) because it ranked in decile 6 on the API and ranked in decile 4 on the API for a demographically comparable school in the most recent year rankings were generated (2013).

Use of Alternative Measures & Increases in Pupil Academic Achievement Pursuant to Education Code Section 52052(e)(4) and Education Code Section 47607(a)(3)

As indicated below with 2015 and 2016 CAASPP data, the Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups, as allowed by Education Code Section 52052(e)(4)(C).

Additionally, Education Code Section 47607(a)(3) requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as numerically significant pupil subgroups) as the most important factor in determining whether to grant a charter renewal.

CAASPP - ELA			
Percentage of Students Meeting or Exceeding Standards			
Percent Change from 2015 to 2016			
	2015	2016	Percent Change
All Students	25%	34%	+9%
Economically Disadvantaged	18%	27%	+9%
English Learner	22%	35%	+13%
Hispanic/Latino	23%	33%	+10%

CAASPP - Mathematics			
Percentage of Students Meeting or Exceeding Standards			
Percent Change from 2015 to 2016			
	2015	2016	Percent Change
All Students	21%	25%	+4%
Economically Disadvantaged	18%	21%	+3%
English Learner	21%	30%	+9%
Hispanic/Latino	20%	24%	+4%

Additional Data

Academic Performance Index – Comparison to Other Schools in the District

	Non-Weighted 3-Year Average API
Schafer Charter School	812
Jack London Elementary	804
Northwest Prep Charter	639
Piner-Olivet Charter	863
Olivet Elementary Charter	778

See Appendix [A], which includes CDE DataQuest and CAASPP Reports for the information presented above.

ELEMENT 1.

EDUCATIONAL PROGRAM

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

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

The Charter School is a site based traditional calendar charter school that serves approximately 430 elementary age students in grades K-6.

The Charter School, in partnership with families and the surrounding community, will create a learning environment where all students are expected to achieve excellence in academics. Students will develop socially and emotionally within a safe and nurturing environment where they will feel supported in their development as young learners.

MISSION

The Charter School emphasizes a challenging core curriculum that will prepare students to be active and engaged citizens in the 21st Century global community. Students are empowered to become self-motivated, competent, lifelong learners who hold themselves to high academic and personal standards.

VISION

The Charter School, in partnership with the families and the surrounding community, creates a challenging learning environment where all students are expected to achieve excellence in academics, based upon California Common Core State Standards and local essential standards. The educational experience incorporates arts, environmental stewardship and technology. Students develop socially and emotionally within a safe atmosphere that supports their development as young learners.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE: TARGET STUDENT POPULATION

The Charter School’s education program has been developed to provide expanded opportunities for students in kindergarten through sixth grade.

Schaefer Charter School currently serves approximately 450 students representing diverse backgrounds. The student population consists of 32.96% White, 45.82% Hispanic, 9.48% Asian and 11.74% other ethnic groups. 46.22% of the students qualify as economically disadvantaged and 28.89% of the students are English language learners.

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

The Charter School is focused on enabling students to become self-motivated, competent and lifelong learners who demonstrate the following attributes:

- Prepared to be an active participant in a global community (understands their place in the global community at the local level and beyond).
- Demonstrates a broad range of literacy skills (text, visual, media)
- Communicates effectively in speaking, writing, and digital forms of communication.
- Understands the scientific process
- Applies mathematical reasoning to solve real world problems
- Thinks critically, creatively, analytically, and logically
- Gathers and organizes information to use as a basis for making informed judgments
- Assesses data critically.
- Makes meaningful connections between their own learning and the real world.
- Works collaboratively with others.
- Demonstrates leadership
- Utilizes technology to access information and communicate effectively.
- Demonstrates engagement in the community.
- Actively participates in a community of learners.
- Understands and appreciates different perspectives.
- Demonstrates cultural awareness and sensitivity
- Demonstrates compassion, perseverance, respect, courtesy, and personal integrity.

- Actively engages in their learning.

HOW LEARNING BEST OCCURS

Learning best occurs for students when they are actively involved and are able to make meaningful connections with the real world. Our students will:

- Experience real-life situations that bring them into direct contact with adults in classrooms that value divergent questioning strategies.
- Participate in tiered instruction and activities that allow for individual learning.
- Consider ideas together with reasoning that includes the ability to compare, contrast, analyze, synthesize, evaluate, and generalize.
- Access and use information using technology, and engage in reflective thought.
- Receive personalized learning, which can provide flexibility for varied learning styles.

Additionally, learning best occurs when:

- Parents are challenged to be more deeply involved in their child's education.
- Teachers, parents and students have high expectations for achievement.
- Opportunities for community service roles for learners to provide meaningful, connections to the real world.

TEACHING METHODS AND INSTRUCTIONAL APPROACH

The instructional program will be flexibly structured to meet the needs of individual students and provide differentiation, flexible grouping, continuous progress monitoring, intellectual peer interaction, and continuity.

Curriculum will be delivered in a variety of ways to encompass diverse thinking skills, content presentation methods, and resources. Students will be encouraged to demonstrate their understanding of the curriculum in unique and creative ways. Encouraging sensitivity and responsibility to others, commitment to constructive ethical standards, and the elements that develop self-generating problem solving abilities, will help students to develop healthy self-concepts.

Instructional approaches may include but may not be limited to the following:

- Strategies that emphasize deep learning and complex reasoning.
- Differentiated instruction.
- Students participating in many types of learning experiences.
- Tiered instruction and activities that allow alternative responses and solutions.
- Students considering ideas together with reasoning that includes the ability to compare, contrast, analyze, synthesize, evaluate, and generalize.
- Strategies that take advantage of students' rapidly developing intellectual abilities and natural curiosity.
- Knowledge and skills associated with separate disciplines are integrated to allow students to develop a broader perspective about the major issues embedded in the themes.
- Emphasis on literacy, math/science, the arts, character development, and technology integrated throughout all curricular areas.

CURRICULUM

The courses of study developed for the Charter School will be rigorous, relevant, and taught through the use of a variety of research-based strategies. Direct instruction, cooperative learning, small group and individual instruction based on student needs as measured by ongoing assessment will be employed.

The core curriculum for each student will be based on the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), other applicable content standards, and the essential standards of the Piner-Olivet Union School District. The essential content standards define for each subject and grade level the most important knowledge that students must acquire and the skills that they must master. The Charter School's educational plan consists of a broad range of goals and objectives to meet the educational needs of all students based on the appropriate standards, curricular frameworks, and research-based educational practices.

ASPECTS OF THE EDUCATIONAL PROGRAM:

The standard will be for high quality student work enhanced and enabled by excellent teaching within a supportive school culture.

Teachers are expected to:

- Possess demonstrable professional competence.
- Provide caring emotional support for all students to develop positive educational

values.

- Maintain emotionally and physically safe learning environments.
- Implement standards-based education in all core areas of the curriculum.
- Use curriculum materials and assessment practices that are aligned with the standards.
- Provide content standards that are clearly articulated at each grade level for all parents and students.
- Provide differentiated instruction, including the use of scaffolding, offering opportunities for students to apply learning of knowledge and skills in practical ways.
- Engage students in tasks requiring complex reasoning that are expressed in speech or writing or in experiments, projects, artwork, models, or other appropriate means.
- Assign relevant homework linked to content standards and unit themes.
- Establish the development of foundational and academic literacy for all students as the highest priority in the school.
- Ensure allocation and protection of instructional time.
- Inform students, parents, and the community about the core and special efforts of the school to help all students meet or exceed required levels of academic proficiency.
- Be encouraged to be innovative.

The Charter School will attempt to engage families in the education of students by giving families meaningful roles in the Charter School, communicating with families about the Charter School program and students' progress, and offering family opportunities to support the learning process at home and at the Charter School.

The Charter School will be responsible for helping students become good citizens. The Charter School will promote shared social values, such as responsibility, honesty, integrity, kindness, and respect for others, through a strong character education program.

Learning Opportunities

- Students will know how to access and use information via the use of electronic equipment/technology.
- Students will locate information from print and digital sources, and validate the quality and integrity of the content.
- Students will participate in a well-articulated physical fitness program that will serve them throughout their lives.
- Students will participate in visual and performing arts opportunities both as a participant and a spectator to broaden student's awareness.
- Students will be given the opportunity to develop strong citizenship, leadership, and collaboration skills to work effectively with others.
- Students will be provided with opportunities to develop their critical thinking and communication skills using a variety of forms of expression such as speaking, writing, media, and the arts.
- Students will be supported in developing the necessary skills, to enable students to pursue their own path of learning.
- Students will develop core knowledge of basic information that is needed in to be a successful and productive citizen of the global community.

RESPONSE TO INTERVENTION/FRAMWORK OF INTERVENTION

MTSS (Multi-Tier System of Support) will be implemented by the Charter School “as a practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.” (NASDSE, 2006)

ENGLISH LEARNERS

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

Strategies for English Learner Instruction and Intervention

English-language development (“ELD”) instruction will be provided for students at all levels of

language proficiency and beyond. English Learners will be supported with specially designed academic instruction in English (“SDAIE”) strategies as well as other methods to help develop their English-skills and simultaneously address grade-level content in the core curriculum. The state ELD Standards will be taught through the CCSS for English/Language Arts (“ELA”) to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA standards.

Home Language Survey

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

CELDT Testing

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

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

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

Reclassification Procedures

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

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

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

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.

Monitoring and Evaluation of Program Effectiveness

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

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

SPECIAL EDUCATION STUDENTS

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities in Education Improvement Act. Charter School students shall be served in the same manner as any other student of the District and in accordance with their Individualized Education Program (“IEP”). The Charter School shall comply with the Special Education Local Plan Area (“SELPA”) plan, policies and procedures.

With regard to serving special education students, the Charter School shall be considered a public school of the District pursuant to Education Code Section 47641(b). Special education students will receive a free and appropriate education in the least restrictive environment as determined by the IEP team. Special education students’ needs will be met as outlined in the goals and objectives specified in their IEP. Students will be supported so that they may be successful in accessing the core curriculum and the extra curricular aspects of the charter school.

The facilities to be utilized by the Charter School shall be accessible for all students with disabilities. The Charter School will not discriminate against any student based upon disability.

STUDENTS PERFORMING ABOVE GRADE LEVEL (HIGH ACHIEVING STUDENTS)

The Charter School identifies high achieving students by CAASPP scores, district benchmark assessments and in-class assessments. Students performing above grade level expectancies will

be provided with enrichment opportunities that will enable them to more fully develop their individual potential. Our goal is to provide challenging differentiated curriculum to promote the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding).

STUDENTS PERFORMING BELOW GRADE LEVEL (LOW ACHIEVING STUDENTS)

The Charter School identifies low achieving students by CAASPP scores, district benchmark assessments, and in-class assessments. Low achieving students are progress-monitored throughout the year and MTSS are provided.

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 of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

ELEMENT 2.

MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide 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 Charter School’s Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals 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.

The current LCAP is on file with the District and is attached as an Appendix [B]. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter 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.

ADDITIONAL GOALS & OUTCOMES

It is the philosophy of the Charter School to foster high academic expectations through the use of a rigorous application of the state standards and identified key school standards. It is the goal of the Charter School for all students to meet and exceed standards in the classroom and on the CAASPP. In addition, it is the goal to support students physically, socially and emotionally. The desired outcome is the development of a student who is on the road to becoming a lifelong learner. It is hoped that the educational process outlined in this charter will allow children to

recognize and achieve their full individual potential.

It is the goal of the Charter School that students achieve the following outcomes:

- Mastery of the Charter School's essential standards
- Strong study skills and organizational skills
- Good citizenship

Academic Content Outcomes

Students will demonstrate strong reading, writing, listening, speaking, and presentation skills in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression.

- Students will have strong written and oral presentation skills.
- Students will read at or above grade level.
- Students will demonstrate effective communication skills in writing and oral language/speech.

Mathematics

- Students will develop fluency in basic computational and procedural skills.
- Students will develop an understanding of mathematical concepts and the ability to use mathematical reasoning to solve problems, including recognizing and readily solving routine problems or finding ways to reach solution or goal when no routine path is apparent.
- Students will make connections among mathematical ideas and between mathematics and other disciplines.
- Students will apply mathematics to the real world and develop an interest in pursuing advanced studies in mathematics.

History/Social Studies

- Students will learn social studies by involvement in leading, facilitating, acting, singing, discussing, drawing, making decisions, presenting, and critiquing.

- Students will develop an understanding of the past and how it impacts the present.
- Active tasks will require students to apply new knowledge as they solve a problem, analyze a situation, understand a perspective, or evaluate alternatives. This type of thinking involves higher-order intellectual skills.

Science

- The curriculum will provide the foundational skills and knowledge for students to learn core concepts, principles, and theories of science.
- The content standards will be taught so that students have the opportunity to build connections that link science to technology.
- Students will satisfy their natural curiosity through a scientific perspective.
- Students will use scientific evidence, reasoning, and ideas to solve everyday problems.
- Students will be able to use the Scientific Method.
- Students will participate in hands-on activities to support the state content standards in a lab setting.

Visual and Performing Arts

- Students will produce/perform works to the best of their personal abilities. Students will appreciate well-executed works. Students will understand that the arts require discipline and perseverance and leads to self-expression and self-knowledge.
- Music instruction will introduce and develop a strong sense of the importance of music in our lives.

Physical Education

- Students will develop the basic skills of key games and activities that are developmentally appropriate.
- Students will understand the value of teamwork and good sportsmanship. Students will know the benefits of lifelong physical activity.

Technology and Study Skills

- Students will complete the Charter's grade-level matrices of technology skills.
- Students will be proficient in the use of application software.

- Students will be critical consumers of information.
- Students will be able to use technology to gather information and communicate effectively in speaking, writing and visually.

ELEMENT 3.

METHODS OF MEASUREMENT

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

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

The Charter School affirms that the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

The Charter School shall also utilize the following methods to measure pupil outcomes.

Performance Based Assessment

Performance based assessments require students to structure and apply information learned by actively constructing, organizing and producing/exhibiting a specific project.

Assessments will be used to measure higher levels of student thinking and creative problem solving. Written products, both draft and final, and oral presentations students do as a part of their class assignments will be scored and used to determine progress toward understanding of standards.

Formative Assessments

Teachers will develop on-going assessments to support the diagnostic need of meeting individual student learning. The use of common assessments will be integral to the instructional process. Formative assessments will be developed for each of the core curriculum areas and be administered on a regularly scheduled basis coinciding at a minimum with the report of progress to parents and students. Formative assessments will be used to inform instruction.

An example of a schedule of ongoing assessment that would occur in reading/language arts is shown in the following table.

Reading Language Arts Assessment Schedule

Measure	Description	Grades K-2
Phoneme	Orally segmenting words into phonemes CVC word spelling	At least 3 times per year.
Segmentation	The number of three and four phoneme	

Fluency	words a student can segment into one phoneme in one minute.	
Decoding and Word Reading	Consonant sounds Vowel sounds Blending Orally blending phonemes into words Short vowel sounds Consonant and vowel blends Long vowel sounds r-controlled vowels High frequency words	At least 2-3 times per year
Oral Reading Fluency	Words correct per minute on grade level text	At least 2-3 times per year.
Reading Comprehension	Retell story elements	At least 2-3 times per year.
Writing	Writes name and appropriate letter formations Writes sentence(s) Brief narratives	At least 2-3 times per year.

Measure	Description	Grades 2-6
Oral Reading Fluency	Words correct per minute on grade level text	A minimum of 3 times per year and as needed
Reading Comprehension	Main idea/Details Sequences Author's point of view Inference Analysis Critique/criticism	Every Trimester with STAR
Vocabulary	Multiple meanings Word origins Context meanings Metaphors, Similes Analogies	Every Trimester with STAR
Conventions	Sentence structure Punctuations Capitalizations Grammar Penmanship Spelling	Once a Trimester
Writing	Narrative	At least three

	Response to Literature Summaries Letter writing Expository Composition Research reports Persuasive Composition Opinion Informational	per year
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Benchmark Assessments

Benchmark assessments based upon identified state and local performance standards will be developed and formalized to provide a uniform basis for measuring student progress on standards at least once during the course of the year. The student results will be used by the Charter School as a performance indicator and as part of the data used in establishing a performance level for the student. Benchmark assessments will be used to inform instruction.

Summative Assessments

The CAASPP will be used for program analysis and public accountability. It will provide trend data about general performance that can guide school program. In addition, the District Benchmark Assessments - STAR Reading, STAR Math, DIBELS and DAZE will be utilized to provide summative and progress monitoring information.

ELEMENT 4.

GOVERNANCE STRUCTURE OF THE SCHOOL

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

The Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The Charter School is a dependent conversion charter school governed by the District Board of Education, with the day-to-day operations administered by the Charter School Principal who reports to the District Superintendent. An advisory School Site Council consisting of Charter School parents/guardians, teachers, classified staff, and the Charter School Principal provides assistance, input and recommendations to the Charter School Principal and the District.

The Charter School will comply with all applicable federal, state, and local laws that are applicable to public charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, automotive liability, errors and omissions, officers and directors, property, workers compensation, and unemployment insurance policies, in amounts commensurate with the recommendations of the District's insurers for a school of similar type, size, and location.

PINER-OLIVET UNION SCHOOL DISTRICT GOVERNING BOARD

All duties and operations regarding the Charter School shall be considered a duty of the Board of the District. These duties include but are not limited to:

- 1) Development and adoption of policies and procedures related to the Charter School.
- 2) Approval of the Charter School budget
- 3) Employment and Management of Charter School personnel including, but not limited to evaluation, discipline, hiring, collective bargaining and grievances
- 4) All special education services
- 5) Provision and management of Charter School facilities
- 6) Transportation of Charter School students
- 7) Food services for Charter School students
- 8) Maintenance and operations for the Charter School

The District Board may delegate its authority to any advisory committees as the Board deems

needed.

The District Board shall have supervisory oversight of the Charter School. Such duties may include, but are not necessarily limited to, review and renewal of the charter, review and approval of amendments, revocation, review of annual audits and STRS/PERS reporting.

PARENT INVOLVEMENT

An essential tenet of the philosophy of the Charter School is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. Excellence in the Charter School can be better accomplished and maintained if those parents/guardians available to Charter School students participate on the School Site Council. The School Site Council will consist of parents/guardians, teachers, classified staff, and the Charter School Principal, and will participate in reviewing and recommending Schaefer Charter School program improvements, soliciting the views of parents, teachers and students, sharing in the efforts to improve the Charter School and engaging in the support of the community to provide advice and recommendations to the Charter School Principal and District Superintendent and Board.

Diversity in the parent population is a great strength that improves the educational program for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in many different ways to the collective responsibility of running the Charter School and making its educational program a success. Recognizing that each parent, like each child, is unique in terms of background, experience, and ability, parents will be encouraged to contribute to the Charter School's success by volunteering their skills, time, and resources to the extent that they are able. To that end, the Principal of the Charter School shall also meet bi-annually with parents to determine what contribution they may make to the Charter School given their individual time, abilities, and resources. Under no circumstance will parents be required to volunteer at the Charter School, and a student's admission or continued enrollment will not be affected by his or her parent's ability to volunteer.

Parents will be asked to attend parent meetings throughout the school year, and trimester parent/teacher/student evaluation.

SUPERINTENDENT

The Superintendent of the District shall serve as a liaison between the Charter School and the District.

CHIEF FINANCIAL OFFICER

The Chief Financial Officer of the District shall also serve as the Chief Financial Officer of the Charter School.

PRINCIPAL

The Charter School Principal is employed by the District and will communicate directly with the District Superintendent and District Board of Trustees as necessary or appropriate. The Charter School Principal is fully responsible for the daily administration of the Charter School and reports to the District Superintendent. The Charter School Principal also participates as a member of the School Site Council.

ADMINISTRATIVE SERVICES

The Charter School shall use all centralized administrative services of the District unless otherwise approved by the District Board.

ELEMENT 5.

EMPLOYEE QUALIFICATIONS

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

All teachers and staff employed and assigned to work at the Charter School are and will continue to be employees of the District.

Teachers

All teachers of core academic classes will hold appropriate California teaching certificates, permits, or other document equivalent to that which a teacher in other schools would be required to hold. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions. As intended by the Legislature, flexibility in credentialing will be given to noncore, noncollege-preparatory teachers.

Principal

Principal holds minimum a multiple subjects teaching credential, and administrative credential.

Chief Financial Officer

Minimum bachelor's degree in finance or related degree and experience in school finance.

Other Employees

All other employee qualifications shall align with the like positions of the District.

ELEMENT 6.
HEALTH AND SAFETY PROCEDURES

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

The Charter School shall comply with all health and safety policies of the District including the policy establishing that the schools of the District function as drug, alcohol, and tobacco free workplaces and the requirement that each employee of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code section 44237 as well as a requirement to seek the criminal background check of vendors as required by Education Code Section 45125.1.

These policies will be reviewed on an ongoing basis in the Charter School and District's ongoing development efforts.

ELEMENT 7.

MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The Charter School will strive to achieve a racial and ethnic balance amongst its student population that is reflective of the general population residing within the territorial jurisdiction of the District. First, a student recruitment strategy is aimed at attracting a broad base of students and second, the Charter School provides services that would serve a broad base of students.

As such, the Charter School implements a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in several areas of the District to reach prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

ELEMENT 8.

ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The District Board shall have the sole authority to determine the capacity of the Charter School. The determination of Schaefer Charter School's capacity shall be based on the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School.

There shall be no admission criteria, testing, or other evaluation required of any applicant. The Charter School shall not charge an application fee nor shall it charge tuition. The Charter School shall be nonsectarian in its admission and enrollment policies and shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall admit all students who wish to attend the Charter School. However, if the number of students who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing students of the Charter School, shall be determined by a public random drawing, held in stages, according to enrollment preferences as follows:

1. Students residing within the former attendance boundaries of Schaefer Elementary School.
2. Students residing within the Piner-Olivet Union School District attendance boundaries
3. Siblings of existing students of the Charter School
4. Students residing outside the Piner-Olivet Union School District attendance boundaries

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.

ELEMENT 9.

FINANCIAL AUDIT

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

FISCAL AUDIT

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

The Charter School will utilize the external auditors of the District for an annual independent audit of the Charter School's financial affairs if available or shall contract for the same from a third-party provider. 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 any 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 the California Department of Education by the 15th of December each year. The administration will review any audit exceptions or deficiencies and report to the School Site Council and the District Board with recommendations on how to resolve them. The District Board, with consideration of the input and recommendation(s) from the School Site Council, shall determine the manner by which the exceptions and deficiencies will be resolved to the satisfaction of the District. 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 10.
PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

The Charter School will follow District Board Policy with regard to the suspension and expulsion of students. The policy will be printed in the parent/student handbook and will be available on request at the Charter School office. Suspensions will follow District and Education Code requirements. A student who commits an expellable offense will receive a hearing by the District Board of Education or designated Administrative Panel pursuant to District Board Policy.

ELEMENT 11.

RETIREMENT SYSTEM

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

The non-certificated staff assigned to the Charter School shall participate in the federal social security system and the Public Employees Retirement System ("PERS"). The certificated staff assigned to the Charter School by the District shall participate in the State Teachers Retirement System ("STRS").

The District will make or continue to make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of a public school employer applicable to employees assigned to Schaefer Charter School. The District shall create any reports required by STRS or PERS for employees assigned to the Charter School. The Charter School and/or the District shall inform all applicants for positions within the Charter School of the retirement system options for staff at the Charter School. The District shall be responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT 12.
ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School. Students who opt not to attend the Charter School may attend other schools within their school district of residence or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence. No student residing in the former attendance area of the converted schools shall be required to attend the Charter School and shall be assisted as necessary by the District to locate other options for public school attendance. Parents and guardians of each student enrolled in the Charter School will be informed 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 13.
DESCRIPTION OF EMPLOYEE RIGHTS

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

All employees assigned to the Charter School are employees of the District and, as such, they continue to have the same rights as other employees of the District, pursuant to any applicable collective bargaining agreements, District policy and/or the law.

ELEMENT 14.
DISPUTE RESOLUTION PROCESS

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

In the case of a dispute between the Charter School and the District Board of Education, the Charter School will appoint a representative(s) to act on behalf of the Charter School to bring any matter of concern to the Board's attention.

ELEMENT 15.

CLOSURE PROCEDURES

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

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

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Schaefer Charter School students. All records of the Charter School shall be transferred to the District upon the 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, shall revert to the District; except that the Charter School shall 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 specified by the Budget included in this Charter Petition packet, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

TERM

The term of this Charter shall begin on July 1, 2017 and expire on June 30, 2022.

BUDGET

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

A proposed budget and cash flow projection for three years of operation is attached as an Addendum to this Charter.

ADMINISTRATIVE SERVICES

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

All administrative services will be provided by the District.

FACILITIES

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

The Charter School will utilize the school site facilities of the former Schaefer Elementary School in lieu of submitting annual Proposition 39 applications, except as otherwise agreed by the District and the Charter School.

IMPACT ON CHARTERING AUTHORITY

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

The Charter School shall remain under District insurance coverage. Insurance amounts will be determined by recommendation of the District and its insurer for schools of similar size, location, and student population.

The District will institute and maintain appropriate risk management practices.

AMENDMENTS

Any amendments to this Charter shall be made by the mutual agreement of the Charter and the District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.

RENEWAL

The Charter School may submit its Charter for renewal to the District any time during the final year of its five-year term, but in no case later than April 1st of that year.

Renewals shall be governed by the standards and criteria in Education Code Sections 47607 and 47605. Any renewal shall be for a five (5) year term.

SEVERABILITY OF THE CHARTER

If any clause of the Charter is found to be invalid for any reason, all other clauses shall remain in effect. All terms of the Charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

Appendices

Appendix A: CAASPP Scores

Appendix B: LCAP

Appendix C: Financial Statements