

Sacramento Valley Charter School

Charter Petition

Submitted to Washington Unified School District

April 15, 2011

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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Narinder Dhaliwal, MD, hereby certify that the information submitted in this petition for a California public charter school to be named Sacramento Valley Charter School (“SVCS” or the “Charter School”), and to be located within the boundaries of the Washington Unified School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Sacramento Valley Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), 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)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- 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 are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

Narinder Dhaliwal, MD, Lead Petitioner

Date

I. INTRODUCTION

A. Background

The families of the Washington Unified School District (“District”) and the Sacramento area deserve schools consistent with the best standards in education. This petition describes the efforts of a group of concerned citizens to add to the fabric of our community through the establishment of a charter school.

The Sacramento Valley Charter School (also referred to as “Charter School” or “SVCS”) will enroll children from Kindergarten through Sixth Grade in its inaugural year. In successive years, the school will be expanded to Grade 7 and then to Grade 8.

Reinforcing cultural identity and pride is a powerful tool to promote learning in young students. The Sacramento Valley Charter School will leverage the use of this learning tool. Many schools offer a few instructional hours of multi-cultural and multi-ethnic studies, however, traditional schools have largely failed to utilize non-Western languages and culture as a medium of instruction. They have also overlooked using a student's home language to promote the self-esteem essential to learning. It is not unusual, for example, for teachers to mispronounce the names of immigrant children.

The Sacramento Valley Charter School will provide instruction in Punjabi¹ language development and Punjabi culture, in addition to California state standards based curriculum. In the course of learning the Punjabi language, non-Punjabi students will develop a respect for all cultures. Students will also be taught to embrace differences, whether they be differences of race, ethnicity or religion². By learning not to discriminate based on differences, the students will be better prepared for a world that is increasingly diverse.

The Sacramento Valley Charter School is blessed to have grassroots support from educators, students and parents from all walks of life. The school will be physically located at one site within District boundaries in ample building space provided through a lease with the Sikh Temple of Sacramento.³ However, the Temple will not be involved in the operation or administration of the school.

The Sacramento Valley Charter School will provide a sense of community, a familiar environment for learning and an education that challenges the minds of students.

The Sacramento Valley Charter School logo, featured on the front cover of the charter and on all of our marketing materials, was specifically designed to encapsulate the ideas behind, and vision for the Charter School. The logo has four quadrants. The top left is an open book, signifying

¹ 'Punjab' is a geographic region that straddles the border between India and Pakistan. 'Punjabi' is the language spoken by the majority of the residents of Punjab.

² Children will be specifically instructed to embrace differences in skin color, religious garb (turban, hajaab, yamalka, etc.)

³ 'Sikhs' are followers of 'Sikhism,' a religion founded in Punjab during the mid-15th Century. Sikhism is a monotheistic religion that rejects discrimination based on things such as race, sex, ethnicity, religion or caste. Sikh Temples are sanctuaries, open to all, regardless of background.

that in elementary school students learn to read, a foundational skill critical for student success. The circle around the book which states “learn, compete, excel” is the Charter School’s motto, which conveys that learning will be followed by a sense of competition internally and externally, followed by learning how to excel in life. The top right is the Sacramento Tower Bridge, which signifies that the Charter School serves the local community of Sacramento and its surroundings, including West Sacramento. The bottom right quadrant is the electron structure of an atom, with the Latin symbols of energy and math, and with the first letter of the Punjabi alphabet. This signifies that the Charter School will start Punjabi from the first letter, like “A” in the English language. The electron structure and Latin symbols signify that the Charter School will emphasize learning math and science, as well as the languages of English and Punjabi. Finally, the bottom left quadrant is an oil lamp, which is equated with knowledge; knowledge dispels darkness in life; dispelling darkness means progress in life.

The proposed opening date is for August 2011. A grass roots design team has been developing this petition for over a year. The Design Team is composed of parents, educators and professional consultants. The Design Team has identified a need in the community that area Punjabi students have declining scores as the children move up in the grades from K-8 and even more decline is seen in high school grades. The data on student achievement maintained by the State is aggregated by Asian student and is not sorted by home language of Punjabi, but nevertheless the data does not show progress even in this larger subgroup as the grades in school advance.

From our observation, the Punjabi community is distributed in major five major areas of greater Sacramento. The Design Team has the following observation on the academic performance of Asian students (including Punjabi students) in 2010 STAR test results in following local school districts.

Advanced and Proficient grade ratings only:

School district:	English 2 nd	English 8 th	English 11 th
Elk Grove	72%	64%	45%
Sacramento County	70%	65%	41%
Folsom	83%	82%	40 %
Natomas	49%	66%	34%
Twin Rivers	57%	57%	23%

The performance in mathematics and science shows a similar trend.

We do not have the scores isolated for Punjabi children, but from observation and communications within the community the numbers either meet or fall below the Asian categories. The observations of the community include dropout rates and issues with behavior such as anger or striking out which are linked to the underlying sense of lack of community feeling and facing unwanted school issues such as bullying. Punjabi students come with diverse family backgrounds where the parents range from non-English to English speaking. Parents’ typically long work hours and lack of communication skills often become a barrier between the parents and teachers, and thus can directly affect their students’ learning.

Our vision includes providing a familiar environment for learning, a sense of community, and better communication with parents. The Sacramento Valley Charter School will provide an education which challenges the minds of students, increases self worth and self-reliance to meet the challenges of the future.

B. Design Team

Narinder Dhaliwal, MD

Dr. Dhaliwal is an attending physician at the Veteran's Hospital responsible for clinical teaching of the residents and medical school students from the UC Davis School of Medicine. While growing up in India, he was never satisfied with near-perfect marks and being at the head of his class. His parents and teachers encouraged him to a higher standard that would lead to even greater academic success. "It was the individual attention that I received from my educators at a crucial early age that inspired me to expect more from myself," recalls Dr. Dhaliwal. He was the first in his family to earn a doctorate degree (Masters Degree in Health Administration) and looks forward to helping children in the Sacramento Valley Charter School unlock their potential.

Dr. Dhaliwal has a long tradition of community service including as Sunday School Principal at the Sacramento Sikh Temple. He is also a senior member of the Temple's Management Committee. Dr. Dhaliwal's experiences with the community led him to head a group in researching the possibility of a charter school. His vision was to build a team of resourceful contributors, collaborate with others, design a sustainable infrastructure, anticipate issues and solve problems. With community input, he planned to establish a competent charter school board and an excellent advisory board from diverse backgrounds to ensure the success of the Sacramento Valley Charter School.

Dr. Dhaliwal has lived in the Sacramento area since 1988. He is married and has 2 adult children. He looks forward to one day hosting his own grandchildren at the Sacramento Valley Charter School.

Amar Shergill, Esq.

Amar Shergill, Esq. is a trial attorney and the sole shareholder of the Shergill Law Firm, PLC. The practice area focus of the firm is personal injury and wrongful death, however, Mr. Shergill donates considerable time in volunteer activities on behalf of the community. Mr. Shergill has successfully handled many pro bono cases on behalf of victims of violent crime. He also has recent experience in startup non-profit organizations. Mr. Shergill was the founding president of the South Asian Bar Association of Sacramento (SABA-Sac) and is a founding board member of the South Asian Community and Culture Political Action Committee (SACC-PAC). Mr. Shergill is a father of three children ages 9, 7 and 4 and a cub scout den leader. He is married to Goldy Shergill, M.Ed. and has lived in the Sacramento area since 1998.

Iqbal Badwalz, CPA

Iqbal S. Badwalz, CPA is licensed by the California Board of Accountancy and is also a member of the American Institute of Certified Public Accountants. Mr. Badwalz has extensive auditing and consulting experience in the California schools finance system. Mr. Badwalz is currently employed at the California Department of Education (CDE), in the Learning Support and Partnerships Division, as an Education Programs Consultant (EPC), and is currently responsible for providing technical assistance to Region 3 after school programs. Prior to his current assignment, Mr. Badwalz was an EPC at the CDE Charter Schools Division where he was responsible for overseeing the Charter School Facility Grant, Charter School Revolving Loan, and SB 740 Non-classroom based funding determination. Mr. Badwalz also reviewed a charter petition on appeal before the State Board of Education. Mr. Badwalz also has over eight years of CDE Schools Fiscal Services Division experience, providing fiscal and reporting technical assistance to schools districts, county offices of education, and charter schools throughout the state of California. Prior to joining the CDE, as a state auditor at the California State Controller's Office, Mr. Badwalz conducted a wide range of audits, including annual financial and compliance audits of financially troubled school districts, such as West Contra Costa Unified School District and Coachella Unified School District, and average daily attendance of Los Angeles Unified School District.

Mr. Badwalz has been on the Sacramento Sikh Temple executive committee since 1995 and is currently the vice-president of the Indus Valley American Chamber of Commerce across the greater Sacramento Valley. Mr. Badwalz is married and has two kids.

Harjinder Mattu

Harjinder Mattu is an educator in California for the last 16 years. He has been the principal of a junior high school for four years and the vice principal of a high school for seven years. At present he is the administrator of educational options with the Twin Rivers Unified School District. Before entering the administration, Mr. Mattu taught English for eight years at high school and community college levels. He was a teacher coach with Sacramento City Unified School District (SCUSD) for two years.

In 2000-2001, Mr. Mattu was the co-chairperson of a Blue Ribbon Panel established to redesign high schools in SCUSD. The high school redesign initiative was known as "E-21", and it consisted of representatives from local and state governments, community leaders, educators, businesses, and institutions of higher learning. The work of the panel was recognized nationally and it resulted in establishment of small learning communities within large high schools.

Mr. Mattu has an M.A. in applied linguistics (Teaching English to Speakers of Other Languages) from CSU Sacramento, and an M.A. in English Literature from GND University, Amritsar, India. He has credentials in administrative services and single subject credentials in English with supplementary authorization in English as a Second Language. In addition, Mr. Mattu has bilingual credentials (BCLAD) in Spanish and Punjabi.

Mr. Mattu is actively involved in the Association of California School Administrators (ACSA). He has held various ACSA appointments at state, region and charter levels. He also has been a member of three WASC (Western Association of Schools and Colleges) accreditation visiting teams.

Mr. Mattu immigrated to the US from India in 1991. He served in the Indian army for 11 years and attained the rank of Major. During his service he commanded an infantry company, and held various staff appointments at brigade and battalion level.

Ranbir Bains

Ranbir Bains is an elementary school teacher and has been in the field of education for 14 years. She holds a Bachelor of Arts degree in Liberal Studies, along with a multiple subject teaching credential with CLAD certification. She has also earned a Master of Arts in Education with a concentration in multicultural education. The Asian Indian population in the U.S. has grown tremendously over the last decade. Coming from a bilingual background and being of Indian heritage, she strongly supports the idea of a charter school which will not only provide academic excellence, but also offer Punjabi as a foreign language. Language is one of the greatest bridge builders between cultures. This concept promotes respect for cultural and linguistic diversity. It also offers those from non Punjabi backgrounds a unique opportunity to learn a foreign language and to gain a bilingual skill sets. The Sacramento Valley Charter School's model will provide an exceptional program that represents the multicultural roots of our country.

Neelam Sethi

Neelam Sethi has worked in the Resource Department of San Juan Unified School District for more than 15 years and has helped a large number of elementary school children in improving their math and reading skills in small group situations. She has also helped in development and implementation of instructional program for small, difficult student groups. Neelam loves listening to the children of different cultural backgrounds, who face tremendous challenges in an American setting. Having majored in guidance and counseling at master's level, she has learned to deal with these challenges in an effective manner.

Kanwalpreet Kaur, M. Ed.

Mrs. Kaur moved to the United States in 1981 from Punjab. She holds a Political Science degree from UC Davis and a Masters Degree in Education Administration and Policy Studies. Her Masters' Thesis was published in 1998, it was entitled 'Factors Influencing East Indians Pursuit of Higher Education'. The thesis was selected for the 'Special Recognition for Excellence in Education' award. Mrs. Kaur is a former member of AmeriCorps where she established an after school program for South Asians at Woodland High School. She taught high school Social Science classes in the Elk Grove Unified School District. Mrs. Kaur is the proud mother of three children and is active in her local Parent-Teacher organization, where she served on the Board. She leads the Art Docent program at her children's elementary school. Mrs. Kaur volunteers as a Punjabi School teacher at the West Sacramento Gurdwara.

Shinder Saeltzer, Ph.D.

Dr. Saeltzer has a bachelor's degree in child development, a master's degree in multicultural education, and holds a Ph.D. in Transformative Education. Ms. Saeltzer has worked with nonprofits implementing children's programs and has spent the last four years working for Birth and Beyond as a Team Leader/Clinical Supervisor. Dr. Saeltzer will assist the charter School in assuring a high quality educational program, assisting in behavioral analysis assessments, educational plan assessment, professional development in behavioral management, quality assurance reviews, and strategic planning.

Dr. Jody Graf

Dr. Graf's experience in education spans twenty five years as a teacher and school administrator within the San Juan Unified School District (SJUSD). Dr. Graf is currently the Executive Director of Visions In Education Charter School within SJUSD. Through her teaching and administration Dr. Graf aims to strengthen educational opportunities for traditionally underserved students. Her work largely focuses on the development of the site administrator as a means to improve school culture. Previously to her current work, Dr. Graf lead the Alliance for Excellence, a State Demonstration Grant, a collaborative of state, county and district resources to support families in the Arden Arcade community.

An advocate for families and communities working collaboratively to support education, Dr. Graf is providing her backing to the Sacramento Valley Charter School designed to provide educational support to Punjabi speaking house holds.

C. Consultants

The following consultants have contributed to the development of this charter proposal and will continue to advise the work and development of the Sacramento Valley Academy in the years ahead:

The Law Offices of Middleton, Young & Minney, LLP

Middleton, Young & Minney, LLP ("MYM") has sixteen attorneys who dedicate their practice exclusively to charter school law. The firm's attorneys provide legal counsel to over half of California's charter schools within the state. SVCS's lead counsel, Lisa Corr, has been involved in the charter school development process for thirteen years. MYM offers superior legal expertise as well as the technical know-how to assist charter schools to effectively resolve problems and prevent operational challenges by utilizing a preventative approach to the law.

II. EDUCATIONAL PROGRAM

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

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

A. **Mission Statement**

To create an inspiring and challenging learning environment for our children and to promote a culture of strong social and family values.

B. **Vision Statement**

A charter school with strong community support and participation that provides a rigorous, standards-based curriculum and individualized support for all children. A safe and compassionate learning environment that promotes love of learning among children while meeting their academic, social and emotional needs. A highly professional staff that builds an uncompromising commitment to learn, compete and excel.

C. **Target Population – Whom the Charter School Intends to Serve**

All K-8 students are welcome to attend SVCS, and we intend to serve students from all backgrounds who live in the greater Sacramento Valley. We expect that the majority of our students will come from families who speak Punjabi at home, but also welcome students with no exposure to the Punjabi language. We also expect that the families who are attracted to SVCS will share a common dream of a good education for their children.

Based upon the 2010 STAR data for Stonegate Elementary, the attendance area in which the Charter School will be located, the neighborhood demographics are as follows:

Demographic	Percent %
African American	9
American Indian or Alaska native	1
Asian	11
Filipino	4
Hispanic Latino	41
Native Hawaii	2
White	32
Two of more races	1
Free and reduced lunch participants	66
English learners	21
Students with disabilities	8

Families will choose SVCS based upon location and/or the offering of the Punjabi language and the focus on an appreciation of cultural diversity. From early advertising, SVCS appears to be attracting students from throughout the Sacramento County area. Our offered transportation will assist in attracting a wide geographically wide range of students.

D. How Learning Best Occurs

In order for students to learn best, the SVCS curriculum will focus on rigor and relevance for all students. The instruction will be based on the California State Content Standards for all subjects. SVCS intends to provide each student with powerful learning experiences that are differentiated to meet individual student needs. Mentoring of each individual student by staff as well as fellow students at SVCS will foster positive learning experiences, further develop our community and diminish the need for remediation.

In order to ensure best teaching and learning practices, faculty will be trained to design standards based instruction and align assessments to content standards. Teachers will also design instruction that incorporates strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. SVCS will provide professional development to all teachers to implement strategies of effective standards-based instruction as developed by Marzano and other leading researchers.

In “Classroom Instruction that Works,” nine broad strategies are identified that SVCS believes can assist its students to learn best:

1. Identifying Similarities and Differences

In this strategy, SVCS will provide students with explicit guidance in identifying similarities and differences to enhance students understanding of and ability to use knowledge.

2. Summarizing and Note-Taking

Using this strategy, students will learn to effectively analyze information at a fairly deep level in order to determine what information should be kept and summarized, what information should be substituted, and what information should be deleted.

3. Reinforcing Effort and Providing Recognition

SVCS believes that learning best occurs when students understand the relationship between hard work and effort and achievement. Accordingly, SVCS will provide praise and/or rewards for accomplishments of student goals.

4. Homework and Practice

SVCS will ensure that learning opportunities for students to practice, review and apply knowledge are provided to enhance students’ ability to reach and exceed proficiency.

5. Nonlinguistic representation

SVCS will use a variety of activities aimed at enhancing the student's abilities to produce mental images that elaborate on knowledge.

6. Cooperative Learning

SVCS believes that students learn best when working cooperatively. Students will have the opportunity to work together in formal and informal groupings, using a variety of criteria to group students, to enhance their learning.

7. Setting Objectives and Providing Feedback

Students at SVCS will be provided with specific direction for learning and ongoing information as to how well they are performing related to goals.

8. Generating and Testing Hypothesis

SVCS teachers will enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve the making and testing of hypothesis.

9. Question, Cues, and Advance Organizers

SVCS teachers will enhance students' ability to retrieve, use, and organize what they already know about a topic by cuing students on the important components of instructional topics.

Backward Design

SVCS will also provide teachers professional development in "Backward Design" or "Backward Mapping" of content standards. In backward design teachers try to unpack content standards into smaller strands. One content standard may be covered in multi grades, but each grade focuses on different sub-strands. Backward mapping of content standards also gives teachers ability to identify the sub-strands that students have not mastered. "Backward Design" is an instructional design method with a strong research base currently being implemented in educational reform efforts across the nation. The methodology of Backward Design was originally published in "Understanding by Design," by Grant Wiggins and Jay McTighe.

Explicit Direct Instruction

SVCS believes that the students identified herein will learn best using Explicit Direct Instruction ("EDI") as described in "Explicit Direct Instruction. The Power of the Well-Crafted, Well-Taught Lesson" by John Hollingsworth and Silvia Ybarra. Hollingsworth and Ybarra, through their company, DataWORKS studied student achievement and drew conclusions as to which research-based strategies delivered the most effective lessons to students. EDI, as it is stated in their book is "one-hundred years of educational research" combined into a "unique, easy-to-understand instructional model" by using defined essential instructional skills. EDI is "a

strategic collection of instructional practices combined together to design and deliver well-crafted lessons that explicitly teach content, especially grade-level content to all students.”

The EDI lesson design components are as follows:

1. **Learning Objective:** A statement describing what students will be able to do by the end of the lesson. It will match independent practice and must be clearly stated to students.
2. **Activate Prior Knowledge:** Purposefully moving something connected to the new lesson from students’ long-term memories into their working memories so they can build upon existing knowledge.
3. **Concept Development:** Teaching students the concepts contained in the Learning Objective.
4. **Skill Development:** Teaching students the steps or processes used to execute the skills in the Learning Objective. Teaching students how to do it.
5. **Lesson Importance:** Teaching students why the content in the lesson is important for them to learn.
6. **Guided Practice:** working problems *with* students at the same time, step-by-step, while checking that they execute each step correctly.
7. **Lesson Closure:** Having students work problem or answer questions to prove that they have learned the concepts and skills in the Learning Objective before they are given Independent Practice to do by themselves.
8. **Independent Practice:** Having students successfully practice exactly what they were just taught.

SVCS also believes that the lesson delivery strategies incorporated within EDI ensures that students learn best, including:

1. **Checking for Understanding:** Continually verifying that students are learning while they are being taught.

To do so, SVCS teachers will use the TAPPLE method:

- a. **Teach First**
- b. **Ask a Question**
- c. **Pause**
- d. **Pick a non-volunteer**
- e. **Listen to the Response**
- f. **Effective Feedback.**

SVCS will use white boards (write on wipe off) held up by students to check for understanding of the class all at once (students holding these over their heads).

2. **Explaining:** Teaching by telling.
3. **Modeling:** Teaching using think-aloud to reveal to students the strategic thinking required to solve a problem.
4. **Demonstrating:** Teaching using physical objects to clarify the content and to support kinesthetic learning

Professional development in EDI will be provided annually.

Differentiated Instruction

All students' learning needs will be met through differentiated instructional (DI) strategies. By using DI teachers try to modify learning to suit different learning styles of students. It is a process to teaching and learning for students of differing abilities in the same class. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

To implement DI, a teacher can give students options of learning a concept in a variety of ways. For example some student may like to write a paper while another may like to work on an art project. At the same time some student may like to work individually while two other students may like to collaborate with each other. Offering students a variety and choice in their work motivates students to learning by making them partners in their own learning.

Multi-Sensory Approach

Teachers will also use multi sensory approach to address different learning styles of all students. Howard Gardner (1991) has identified multiple intelligences among different individuals. According to Gardener's theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

To address the different predominant intelligences or learning styles of students, teachers need to use maximum variety of approaches to teach their subjects. SVCS will arrange to provide professional development to its teachers in making them comfortable using creative teaching and learning techniques that address different learning styles and make learning interesting. The variety of learning techniques used by teachers will actively engage students in their learning.

We believe that all students can learn when provided the caring and supporting environment that meets students' individual needs. We will design collaboration structure amongst parents, teachers and the school counselor to provide a safety network for students who face academic, social and emotional challenges.

E. What it Means to be an Educated Person in the 21st Century

Sacramento Valley Charter School will provide its students an educational experience that prepares them for high school, college, leadership and life. The Charter School will focus on enabling students to become self-motivated, competent, lifelong learners who are prepared for the challenges of the 21st Century. Sacramento Valley Charter School believes that an “educated person in the 21st century” will have following skills:

- To think creatively and to have problem solving skills
- To be able to set short and long term goals
- To be capable of using technology as a tool in the pursuit of continued learning
- To be good communicators
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity and honesty
- To be able to work with individuals of various backgrounds
- To be able to think critically, analytically, creatively, and logically
- To appreciate healthy life style and dietary habits
- To be proficient in more than one language.

F. Instructional Program and Curriculum

The Charter School curriculum will be based on California Common Core Standards. Teachers will use backward mapping of key content standards to make sure that students master all standards. Ongoing intensive professional development will be provided to all teachers to align their instruction and assessments. Teachers will also learn “chunking” content standards to ensure standards mastery by all students. Teachers will be conversant with the skills that students are expected to learn at each grade level in all core subjects.

SVCS instruction and assessment will be aligned to common core standards. Teachers will give formative and summative assessments based on content standards. Teachers will prepare pacing guides to ensure that they cover standard in a timely, logical, and sequential manner. Attached as Appendix A is a sample pacing guide. Many content standards will be covered at more than one grade level in a spiral manner, and teachers will cover them in increased depth in higher grades.

In addition to the common core standards, students will be required to take instruction in the Punjabi language. There is ample research to show that students master a foreign language if they start learning in elementary grades. At present most of the children in Punjabi families learn conversational Punjabi from their parents, but they do not become proficient in reading and writing, and they do not develop academic vocabulary at home. The Charter School will fulfill their need to developing the academic side of the language for students who speak Punjabi in the

home in addition to teaching conversational and academic Punjabi to students without exposure to the Punjabi language in the home.

The sample curriculum examples given below cover Kindergarten standards in different subjects with the cross-curricular theme of animals and plants, Third Grade with the theme of Economic Literacy, and Sixth Grade with the theme of Philosophy: Then and Now:

Grade: Kindergarten	
Common Core standards	Instruction and Assessments
<p><u>Number Sense</u></p> <p>1.1 Compare two or more sets of objects (up to 10 objects in each group) and identify which set is equal to, more than, or less than the other.</p> <p>1.2 Count, recognize, represent, name, and order of number of objects (up to 30)</p> <p>1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.</p> <p><u>Algebra and Functions</u></p> <p>1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g. all these balls are green, those are red).</p> <p><u>Vocabulary and Concept Development</u></p> <p>1.18 Describe common objects and events in both general and specific language.</p> <p><u>Listening and Speaking</u></p> <p>2.1 Describe people, places, things (e.g. size, color, shape, locations, and actions).</p> <p>2.2 Recite short poems, rhymes, and songs.</p> <p>2.3 Relate an experience in a logical sequence.</p> <p><u>Life Science</u></p> <p>3a. Students know how to observe and</p>	<p><u>Assessment Outcomes</u></p> <p>Students will write (through dictation, pictures, and phonetic writing a “more than, less than” story involving a variety of living things—plants and animals. Students will be verbally asked if attributes of plants and animals are real and which are not real. Students will share their story orally with the teacher and the class.</p> <p>Assessment rubric will be developed by the teacher and shared with the class.</p> <p><u>Instructional Activities</u></p> <p>1. Students will be prepared for assessments through a variety of textbook-based and teacher created activities. For example, students will sort objects by attributes, use manipulatives to explore the concepts of comparative quantity, and work with actual plants and models of animals to practice identifying parts and generally describing their characteristics.</p> <p>2. Students will also read and discuss stories in which animals are given human attributes.</p> <p>3. Students will role play different animals.</p> <p>4. Students will watch videos and discuss characteristics of plants and animals in videos.</p>

<p>describe similarities and differences in the appearance and behavior of plants and animals.</p> <p>3b. Students know stories sometimes give plants and animals attributes they really do not have.</p> <p>3c. Students know how to identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs).</p>	
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THIRD GRADE
Theme: Economic Literacy

Content Standards	Instruction and Assessment
<p><u>Continuity and Change</u></p> <ol style="list-style-type: none"> 1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. 2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad. 3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. <p><u>Number Sense</u></p> <ol style="list-style-type: none"> 1.1 Count, read, and write whole numbers to 10,000. 1.2 1.2 Compare and order whole numbers to 10,000. 1.3 Identify the place value for each digit in numbers to 10,000. 1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand. 1.5 Use expanded notation to represent numbers (e.g. 3,207= 3000+200+7). 2.1 Find the sum or difference of two whole numbers between 0 and 10,000. 2.2 Memorize to automaticity the 	<p><u>Assessment Outcomes</u></p> <p>Students will produce a food and agriculture report on a food product that they regularly eat or drink. They will research production characteristics of the ingredients contained in that food product. Students will use information provided about labor, transportation, and land costs to calculate the cost of producing the ingredients used in their favorite food. Students will also research alternatives to that food (e.g. drinking juice instead of Kool-Aid), and report on the cost differences Students will present their findings as part of a food and agriculture report that recommends whether consumers should purchase the food they researched, and explain why.</p> <p><u>Instructional Activities</u></p> <ol style="list-style-type: none"> 1. Students will practice calculating production costs given information about labor, supplies and transportation. 2. Students will study the characteristics of production of major commodities (e.g. sugar, cotton, wheat, corn, salt, rice, etc.) 3. Students will practice developing oral presentation on simple topics that involve props and visual aids. 4. Students will learn research methodologies and practice those methods on simple research topics (e.g. what country or area of

<p>multiplication table for numbers between 1 and 10.</p> <p>2.3 Use the inverse relationship of multiplication and division to compute and check results.</p> <p>2.4 Solve simple problems involving multiplication of multi-digit number by one-digit number e.g. (2,563 x 3 = ___)</p> <p>2.5 Solve division problems in which a multi digit number is evenly divided by a one digit number e.g. (135/5).</p> <p>2.6 Understand the special properties of 0 and 1 in multiplication and division.</p> <p>2.7 Determine the unit cost when given the total cost and number of units.</p> <p>2.8 Solve problems that require two or more of the skills mentioned above.</p> <p><u>Listening and Speaking</u></p> <p>1.8 Clarify and enhance oral presentation through the use of appropriate props (e.g. objects, pictures and charts.)</p> <p>2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impression of people, places, things, or experiences.</p>	<p>the world produces the most rice etc.)</p>
<p>SIXTH GRADE Theme: Philosophy, Then and Now</p>	
<p>Content Standards</p>	<p>Instruction and Assessment</p>
<p><u>Writing Strategies</u></p> <p>1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p>1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g. margins, tabs, spacing, columns, and page orientation).</p> <p><u>Writing Applications</u></p> <p>2.4 Write persuasive arguments:</p>	<p><u>Sample Assessment</u></p> <p>Students will write a research report about the life, culture, political context, and philosophy of Confucius. The report will identify how he addressed the issues of his time and place. Students will apply their understanding of Confucius to write an editorial from his perspective on a modern day issue of current even. Students will be assessed on both the editorial they write from Confucius’s perspective and how it connects to the research they conducted on his life. Students will orally present both a summary of the report and their editorial.</p> <p><u>Instructional Activities</u></p>

<p>a. Include a well defined thesis (i.e. the one that makes a clear and knowledgeable judgment.)</p> <p>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p> <p>c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering concerns and counterarguments.</p> <p><u>World History and Geography</u></p> <p>6.6 Students analyze the geographic, political, economic, religious and social structures of the early civilizations of China.</p> <p>2. Explain the geographic features of China that made government and the spread of IDEIAs and goods difficult and served to isolate the country from the rest of the world.</p> <p>3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</p> <p>4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p> <p><u>Reading comprehension</u></p> <p>2.1 Identify the structural features of popular media (e.g. newspapers, magazines, online information) and use the features to obtain information.</p> <p>2.3 Connect and clarify main IDEIAs by identifying their relationships of other sources and related topics.</p> <p><u>Listening and Speaking</u></p> <p>1.4 Select a focus, an organizational structure and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>1.5 Emphasize salient points to assist the</p>	<p>1. Students will analyze quotes from Confucius circa 560 BC and think about how they apply to themselves or people around them.</p> <p>Sample Quotes: “Be not ashamed of mistakes and thus make them crimes.” “Everything has its beauty but not everyone sees it.”</p> <p>2. Students will read articles or passages in textbooks about the life and times of Confucius.</p> <p>3. Students will look at art from the time of Confucius and analyze cultural, political, societal and religious themes in the works.</p> <p>4. Students will synthesize information gained throughout the unit and look at how certain issues and themes connect to modern society.</p>
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<p>listener in following the main IDEIAS and concepts.</p> <p>1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p>1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest</p> <p><i>Visual Arts</i></p> <p>3.1 Research and discuss the role of visual arts in selected periods of history, using a variety of resources (both print and electronic).</p> <p>3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.</p> <p>3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.</p>	
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We are likely to adopt the following instructional materials for all grades:

- (a) English Language Arts: Houghton Mifflin Publishers
- (b) Math and Science: Pearson Success program
- (c) English Language Development for English Learners: Rigby Literacy program

Attached as Appendix B, please find a sample Punjabi curriculum.

G. School Calendar and Bell Schedule

Sacramento Valley Charter School’s anticipated calendar for 2011-2012 will have 180 instructional days. The calendar is attached as Appendix C. The following table includes first and last days of instruction, professional development days, and holidays.

August 17-19, 2011	Professional Development
August 22, 2011	First day of instruction
October 29-30, 2011	Professional Development
November 10, 2011	Veteran’s Day
November 24-25, 2011	Thanksgiving
December 19—30, 2011	Winter Recess
January 16, 2012	MLK Holiday
February 20-24, 2012	President’s Day week
April 9-13, 2012	Spring break

May 28, 2012	Memorial day
June 1, 2012	Last day of instruction

The Charter School’s Bell Schedule is attached as Appendix D.

H. Plan for Serving Academically Low-Achieving Students

Sacramento Valley Charter School will maintain a culture of high expectations for all students and will promote success for all. The Charter School believes that all students can achieve high standards, regardless of their strengths, weaknesses, and life experiences, and, therefore, all students should be offered opportunities to engage in a rigorous curriculum.

Students who are not meeting grade level benchmarks will be provided additional interventions beyond the regular school day. The interventions will focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum. Students will be identified for interventions based on the following assessments/performances:

- Letter grades given by teachers. Students below the “C” average grade will be considered for interventions.
- Progress reports sent home by teachers.
- Student score on California Standardized Tests (CSTs).
- Formative and summative assessments given by classroom teachers.

The personalized support system for students who need help in academics and social skills will be provided through a Student Success Team (“SST”). A student who is facing academic or social challenges will be referred to the SST by the parent, the teacher, or an administrator. The SST will have a comprehensive discussion on the issues being faced by the student. The team will discuss students’ strong areas, learning style, and identify what kind of support can be provided to the student. The follow up meetings will be held to review the progress made by the student.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

The Charter School 12 SST meeting steps shall include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for Special Education testing or Section 504 assessment might be deemed necessary by the SST.

In addition to systemic interventions designed for individual students, teachers will be provided ongoing professional development that enables them to use differentiated instruction and backward mapping, address different learning styles, re-teach concepts using different techniques. These instructional strategies will help teachers to meet needs of all students.

I. Plan for Serving Academically High-Achieving Students

SVCS will provide growth/enrichment opportunities for excellence for students who demonstrate an ability to achieve beyond their grade level. The school will be committed to providing high achieving students with opportunities to study the curriculum in more depth and inculcate in them higher order thinking skills. Teachers will use differentiated instruction strategies to provide challenging assignments to advanced level students to bring out the originality in them.

Flexible academic groupings within the classroom, along with the after-school enrichment opportunities, will be designed and implemented to fully serve high achieving students. SVCS teachers will provide a qualitatively differentiated curriculum that will stress higher order thinking, concept learning, and cross-curricular study according to the state academic content standards.

Teachers will be provided professional development to implement following strategies to challenge high achieving students:

WebQuest Projects

WebQuest projects provide students opportunities to independently research topics of their interest that are closely linked to an area of study in which rest of the class is participating. The teacher provides guidelines and web resources for such projects. The teacher also gives the students the rubric for the assessment of such projects. The high achieving students are provided

the work space to explore and research while the rest of the class works on reading or math skills in which the high achieving student is already proficient.

Small Group Research Projects

Teachers can arrange for a group of high-achieving, self-directed students to work together exploring a topic. Students assign themselves roles such as report writer, PowerPoint creator, or poster designer. Each student specializes in one area of expertise. The teacher allows these high-achieving students class time to work on their research project when the other students are practicing skills the small group has already mastered. The teacher schedules a time this group will present the research project to the class and present to other classes as well. Such activities by students encourage cooperative learning among high achieving students also raise expectations for all students.

Authentic Materials

High achieving students collect the books and poetry anthologies that comprise the basal reader the class is using for their reading program. These basal readers are comprised of collections of small portions from larger novels. Teachers allow high-achieving readers to read the entire novel while the rest of the class reads the portion provided in the basal reader. Teachers also encourage discussions involving comparing and contrasting the basal story with the entire novel if more than one high-achieving students are participating in the extension reading.

Independent Study

The teacher allows a student to research a topic based on his or her own inquiry or based on the curriculum in the classroom.

The teacher encourages the student to using resources at home, in the library and in the classroom. The independent study can be completed in the form of a report written by the student, a PowerPoint presentation, a poster showcasing the knowledge gained, or other authentic demonstrations of content mastery."

J. Plan for Serving English Learners

Overview

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

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment⁴ 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 No Child Left Behind Act 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 California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

⁴ 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.

Strategies for English Learner Instruction and Intervention

All teachers who will teach ELs will have Cross-cultural Language and Academic Development (“CLAD”) certification, and they will be proficient in using Specially Designed Academic Instruction in English (“SDAIE”). The ongoing professional development of teachers will include instructional strategies that are effective in teaching ELs.

Teachers who teach EL students will use Rigby Literacy program to teach and monitor English language acquisition for EL students. Teachers will consistently follow the instructional strategies listed below, in addition to others as the need arises, to ensure equal access to the curriculum for ELs:

- Differentiated instruction (described above);
- Cooperative learning (described above);
- Academic language acquisition by using strategies like frontloading content vocabulary, and using context clues;
- Total physical response (“TPR”) approach.
As developed by James Asher, TPR is a language learning method based on the coordination of speech and action.
- First language (L1) support;
- Graphic organizers like Venn diagrams and other tabulated diagrams.

The Charter School shall utilize an English Language Development curriculum and is currently reviewing the use of the curriculum “English Now” by Litcon, Inc.

K. Plan for Serving Students with Disabilities

Overview

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

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of

the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The 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. Attached as Appendix E, please find a Section 504 Board Policy, Administrative Regulations, and Parent/Student Rights.

Services for Students under the "IDEIA"

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 District, which MOU shall be executed at least thirty (30) days prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. Petitioners have met with the Superintendent and reviewed the District's MOU with its existing charter school and the language that follows aligns with our conversation and the reviewed MOU.

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, after two years of operation under this charter, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and 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 will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that an MOU would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the School.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

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 California’s Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School’s understanding that the District 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 unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District 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 District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

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 District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

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

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian

consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary 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 or as otherwise agreed upon by the District and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of 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 District's 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 District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall

comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

For students who enroll in the Charter School from another school district outside of the SELPA with a current IEP, the District and the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed between the District and parent/guardian.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes. The Charter School will be reimbursed for any special education services it provides with the approval of the District as described in the MOU.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Out of District Residents

The Charter School will be fully responsible for any costs above and beyond the average per pupil special education cost of the District.

L. Typical Day in the Life of a Sacramento Valley Charter School Student

The following narrative is meant to describe a typical day for Sacramento Valley Charter School students.

A majority of students will be picked in the school vans from their neighborhoods. Some students may be dropped by their parents, or if they live close to the school, they may walk to school.

Each morning as students arrive at school, they will be greeted by the principal/lead teacher, their classroom teachers and by other school staff. In the classroom, students will be exposed to learning with different modalities. Students will listen to the teacher reading aloud, read themselves, work with visuals and theme organizers, and involve in cooperative learning activities. Based on their grades, students will also involve in choral reading, decoding exercises, sentence forming, paragraph writing and revising. Students will also experience art activities like

painting, drawing, making clay models embedded into their coursework. Grade teachers will take students for PE for 30 minutes each day.

Students will also learn reading and writing Punjabi. They will learn the cultural heritage and history of Punjab and India. In addition, students will have numerous opportunities to listen to and interact with guest speakers. Students will also participate in field trips in and around Sacramento area. Students will have opportunities to attend art exhibitions and cultural activities in greater Sacramento.

If a student needs to miss a school day because of sickness or any other family reason, the family will know which number to call and inform the school about the absence. If a student does not show up at school, and an absence request is not received from the parent or guardian, the student's teacher or the school secretary will call home to inquire the well being of the student.

All teachers and staff members will be encouraged and provided professional development to build close relationship with their students and know their student as a whole child. Teachers and staff will also build good rapport with parents and the community. The close relationship among teachers and students will give students a sense of belonging, and they will consider the school a safe harbor outside of their homes. Members of the PTA will be encouraged to promote the community environment at school.

During a typical day, students will have a morning recess of 15 minutes, a lunch break for 45 minutes, and an evening recess for 10 minutes. All students will be provided free vegetarian lunch by the school. At the same time, students will have the choice of bringing any snacks or lunch from their homes.

Regular parent-teacher meetings will be scheduled for all students in which the teacher will share the student's academic progress with the parent, and discuss individual needs of the student. Parents' input in their children's education will be respected by the teachers and the school administration.

After school hours students will be provided remediation help and enrichment instruction. Students will also be encouraged to participate in academic competitions like science fairs and knowledge bowl at school and region levels. Students will receive coaching to prepare for these contests during and after school hours.

Students will also have opportunities to learn to play traditional Indian musical instruments like "harmonium" and "tabla", and participate in Punjabi individual and choir singing. Groups of students will prepare to perform at community events.

Community service will be embedded in student activities e.g. cleaning of local parks. Students will be taught the value of giving back to the society. We envision SVCS to become a hub of community activities in which staff, students, parents and guardians take pride. The academic, social, and emotional support provided at school will make SVCS the second home for all students. After the school is over, students will be transported back to their homes in school

vans. We envision making the school so caring and inviting that as students leave school each day, they will long to be back at the school the next day.

III. MEASURABLE PUPIL OUTCOMES AND METHODS OF MEASUREMENT

“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.”

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

And

The method by which pupil progress in meeting those pupil outcomes is to be measured.

-California 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 any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Sacramento Valley Charter School will track the academic achievement of its students by] pursuing the following measurable objectives:

A. Student and School-wide Measurable Outcomes

Outcome	Method of Measurement	Frequency of Measurement
Maintain an Academic Performance Index (“API”) of 800 or above	STAR tests	Annually
Meet Adequate Yearly Progress (“AYP”) as defined by NCLB	STAR tests	Annually
Exceed County and State average California Standards Test (“CST”) scores as broken out by grade level, and reportable subgroups	CST tests	Annually
Exceed County and State average in physical fitness tests.	PE tests.	Quarterly
Maintain a 96% or above attendance rate	Attendance logs	Monthly
Rate as “satisfactory” or above on Parent Satisfaction Surveys	Parent Satisfaction Surveys	Annually
Student participation in academic competitions like Spelling Bee, Science Fairs and Visual and performing Arts events.	Record of co-curricular and extra-curricular activities.	Annually

Student participation in community and civic activities	Record of community participation	Monthly
English learners shall increase by at least one performance level per year in each of the four domains identified on the CELDT (listening, speaking, reading, and writing).	CELDT testing	Annually

Subject Area Competencies

- Teachers will be provided data on the achievement of their students in different strands of all subject areas. Teachers will be encouraged to re-teach the standards in which their students have not performed well.
- Teachers will use formative assessments to ensure standards mastery by their students in all subjects. Students will be given multiple opportunities to attain mastery in all standards.
- Teachers will involve students in cross-curricular projects by incorporating content standards from different core subjects in a single project.
- Students will be given multiple opportunities to show mastery of content standards in all core subjects.
- Students’ physical fitness level will be monitored by use of State-approved physical education tests.
- Students will show their competence in visual and performing arts (“VAPA”) through their art projects and performances. Assessment of art projects will be aligned to VAPA standards.

SVCS intends to adopt the software “School Loop” for communication between parents and the Charter School, and for teachers to maintain their grade books.

For maintaining the student information data, we will look at the AERIES Student Information System—Eagle Software, but the final decision will be taken after the principal for the Charter School is hired.

B. Use of Data to Improve Educational Program

Assessment data will be managed and monitored through a data management system. The Charter School is committed to utilizing a program that will allow SVCS to utilize data to improve upon the educational program on a regular basis. Currently the School is interested in

using the Northwest Evaluation Association (“NWEA”) measures of academic progress (“MAP”). The system chosen will require a minimum of two objective assessments annually to guide instruction and provide predictability to the School and insight into specific needs for professional development.

Teachers will meet at least monthly to analyze assessment data, adjust pacing guides, and support the implementation of strategic instructional strategies.

Performance Reporting

The Charter School will provide a performance reports to the District as required by the MOU. This performance report is in addition to the annual publication of a school accountability report card (“SARC”) and, at a minimum, will include an analysis of performance against student outcomes.

Visitation

The Charter School submits to visits and inspections by the District as allowed by Education Code Section 47607 and understands that it must promptly comply with all requests for information as required by Education Code Section 47604.3.

IV. GOVERNANCE STRUCTURE OF THE SCHOOL

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

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

A. Nonprofit Public Benefit Corporation

The Charter School will be a directly funded independent charter school operated as a California Nonprofit Public Benefit Corporation, pursuant to California law, which will apply for 501(c)(3) tax exempt status.

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 negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit 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. (Draft Articles of Incorporation, Bylaws and a Conflict of Interest Code for the Charter School are attached as Appendix F.)

B. Board of Directors

The Charter School will be governed by a Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be maintained to be consistent with the terms of this charter. The Board of Directors will have at least five and no more than nine members with expertise among members in the areas of education, law, real estate/facilities, business/finance, and administration/organization.

The Board composition will be determined by founder member team’s consensus and then follows the by-laws for succession.

In addition, in accordance with Education Code Section 47604(b), the authority that grants a charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit corporation. If the District places a representative on the Board, the total number of Board members may be increased by one to maintain an odd number of Board members.

Board members shall serve a term of 2 years, with the exception of the initial board members on which some members will serve a 3 year term in order to stagger future vacancies on the Board.

The Charter School Board shall adopt a Conflict of Interest Code which shall comply with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As noted above, the draft Conflict of Interest Code is attached as Appendix F. As required, the Conflicts Code will be submitted to the Yolo County Board of Supervisors for approval.

The Charter School will post meeting notices at the Charter School in advance of all Board meetings to be held regularly (at least quarterly⁵), in accordance with the Brown Act. A scribe will record all meeting minutes and publish them for all stakeholders to view. The Charter School will also post agendas, meeting times, and minutes on its website.

The SVCS Board of Directors will comply with the Brown Act.

The Board will hold ultimate responsibility for the operation of the Charter School, its compliance with applicable laws and regulations, its financial soundness, and the execution of its mission. The Board will solicit input and opinions from the parents of students, the faculty and staff regarding issues of significance and will weigh the input and opinions carefully before taking action. The Board will focus its work on:

- Upholding the mission and vision of the Charter School
- Providing strategic vision and performing long-range planning
- Hiring and evaluating the Principal
- Creating external or sub-committees as needed, including but not limited to, a nominating committee and an audit committee
- Ensuring compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest.
- Approving and monitoring the school budget and the Charter School's fiscal practices, including solicitation and receipt of grants and donations
- Providing notice and holding meetings in compliance with the Brown Act
- Approving personnel policies, and all hiring and dismissal of Charter School personnel
- Approving and monitoring management of school liabilities, insurance, health, safety, and risk-related matters

The Board shall adopt policies and procedures regarding self-dealing and conflicts of interest. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the corporation 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

⁵ Recognizing the need to meet more frequently during the initial formation years.

- Require an affirmative vote of a majority of Board members.

The Board will receive proper training annually. Some of the topics for the training sessions are:

- Brown Act
- Conflict of Interest
- Delineation of Roles and Responsibilities
- Strategic Planning and Thinking
- Legal and Financial Responsibilities
- Effective Board-Staff Relations
- Creating Effective Committees
- Effective Board Self-Assessment

The above list is a sample and is not meant to be exhaustive.

C. **The Principal**

The Principal of the Charter School oversees the strategic and operational plans of the Charter School. The Principal has overall day to day management responsibilities of the Charter School and will ensure the Charter School operates in fulfillment of the mission as spelled out in the charter and in compliance with charter school law, bylaws and applicable education law. The Principal will work with the Board and its committees to ensure the Charter School makes sound strategic decisions and will ensure the Charter School maintains a focus on student achievement. The Principal will serve as a spokesperson for the Board to further the Charter School's prominence within the local, state and national education and charter school communities.

The responsibilities of the Principal or his/her designee may include, but are not limited to, the following:

- Takes leadership in creating healthful human relationships which will provide a suitable climate for learning and teaching.
- Develops with the community and the SVCS faculty, a clear statement of instructional goals and/or objectives for the Charter School consistent with the established educational goals of the charter.
- Assists teachers to establish standards of expected progress for individual students in designated areas of study, and techniques for assessment of that progress.
- Provides for the evaluation of all personnel hired by the Charter School according to SVCS guidelines and procedures.
- Develops and maintains effective communication systems with staff, students, parents and the community.
- Encourages the participation of volunteers and supervises their activities.
- Administers the rules and regulations set down by the charter of Board policy.
- Establishes practices and procedures consistent with applicable provisions of the California Education Code, SVCS Board policy, and other applicable laws.
- Assists the Charter School faculty in professional development.

- Orients and provides support to new faculty members.
- Works with Charter School personnel to implement, assess, and upgrade the instructional program.
- Develops, implements, and evaluates procedures with respect to staff and pupil placement within the Charter School.
- Implements and communicates the discipline policy to parents and the Charter School community.
- Provides for appropriate procedures which will insure proper supervision of children in the Charter School, and activities after school hours.
- Establishes and implements emergency procedures.
- Supervises attendance within the Charter School.
- Requires that complete and up-to-date cumulative records are kept.
- Manages resources effectively and appropriately including revenues and expenditures, personnel, facilities and equipment.
- Seeks sources of outside funds; may coordinate fund raising or grant writing activities.
- Encourages suitable and adequate student activities and organizations in the Charter School, to develop the varying interests and abilities of the students, and provides for the supervision of such activities and organizations.
- Remains aware of local community sentiment and acts as a liaison between the local community and the Charter School Board.
- Works cooperatively with appropriate agencies and organizations in the community.
- Encourages and fosters close relationships among school staff and parents.
- Coordinates and monitors the usage of Charter School facilities.
- Performs those duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the charter.
- Stays in direct contact with District regarding changes, progress, etc.
- Develops Board meeting agendas in conjunction with the Board Chairperson and in compliance with the Brown Act
- Proposes policies for adoption by the Board
- Provides comments and recommendations regarding policies presented by others to the Board
- Communicates with school legal counsel and any outside consultants
- Stays abreast of school laws and regulations
- Approves all purchase orders, pay warrants, and requisitions and, upon approval, forwarding on for processing
- Participates in the complaint and dispute resolution procedures when necessary
- Establishes and execute enrollment procedures
- Provides all necessary financial reports as required for proper ADA reporting
- Makes budget line item revisions when necessary and report changes regularly to the Board
- Develops and administers the budget in accordance with generally accepted accounting principles
- Presents a monthly financial report to the Board
- Attends IEP meetings when necessary

- Coordinates the administration of Standardized Testing
- Oversees data collection and reporting to the CDE
- Oversees and coordinating student orientation
- Attends all Board meetings and District Board meetings as necessary, as the Charter School representative
- Establishes procedures designed to carry out Board policies
- Provides timely performance evaluations of all Charter School employees
- Oversees development and implementation of curriculum, instruction and scheduling in alignment with State of California Standards
- Develops the Charter School annual performance target goals
- Handles student disciplinary matters in accordance with Board policies and procedures
- Facilitates open house events
- Oversees parent/student/teacher relations
- Implements Site Safety Procedures in compliance with all applicable laws
- Creates and appoints committees to assist in the execution of certain planning and administrative functions
- Hires and supervises all employees and volunteers at the Charter School
- Conducts community outreach and community relations efforts
- Oversees facility and building operations

The above duties may be delegated or contracted as approved by the Board to another administrator of the Charter School or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights) or to an appropriate third party provider as allowed by applicable law.

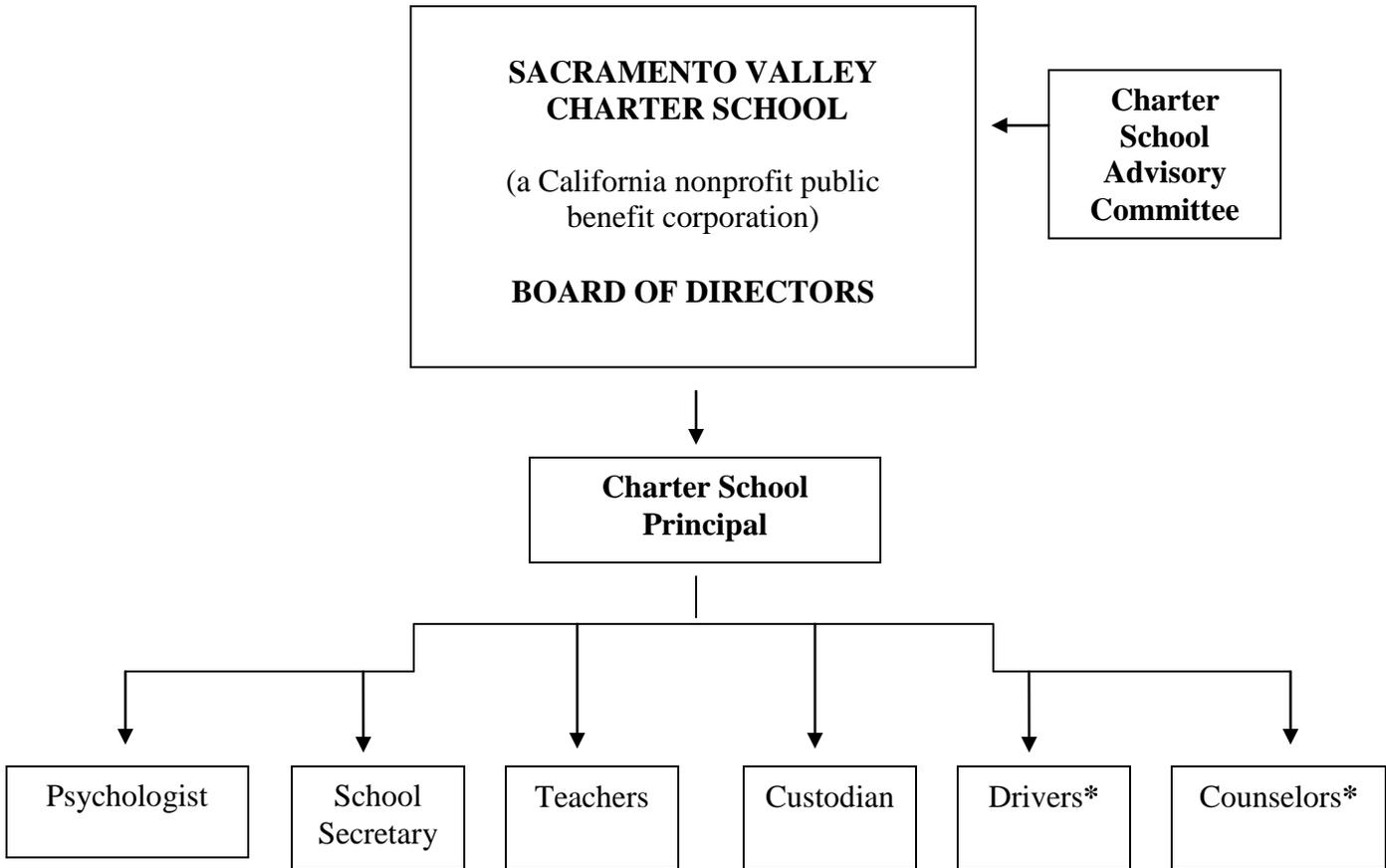
D. Charter School Advisory Committee

SVCS will also have an Advisory Committee of 6-12 members who have been recommended by the Board and selected by the Principal. The Advisors will represent diverse life experiences and will function in a community support role. The Advisory Committee will consist of both experienced and innovative thinkers and leaders in the community. Two seats will be reserved for parents. The Principal's Advisory Committee has an advisory role only and gives advice to Board and the principal. The role is to provide an additional support to improve the Charter School's education, environment and supporting roles needed to meet the common goals of providing excellent education and enriching the lives of students. Attached as Appendix G, please find biographies of the initial named Charter School Advisory Committee members.

E. Organizational Chart

Following is the tentative SVCS Organization Chart:

SACRAMENTO VALLEY CHARTER SCHOOL ORGANIZATIONAL CHART



* Part-time and drivers may be volunteers if appropriately qualified.

F. Parental Involvement

Parents will be involved in the school in the following ways:

- Parents will be encouraged to create a parent teacher organization to act as a fundraising arm of the Charter School and to manage all parental volunteer activities until such time as a parent teacher organization is formed, the Advisory Committee will develop a list of parental volunteer activities and communicate the same to parents.
- Parents, students and teachers will meet regularly to assess individual students' progress and to set learning goals.
- There will be a number of volunteer opportunities including helping in the classroom, leading extracurricular activities, assisting in leadership opportunities, and attending field trips.

- Parents will also be asked to complete evaluations each year addressing the strengths and weaknesses of various Charter School programs, which will be considered for ongoing improvement.
- Parents will also be eligible for Board and Advisory Committee positions.

V. HUMAN RESOURCES

A. Qualifications Of School Employees

*Governing Law: "The qualifications to be met by individuals to be employed by the School."
- Education Code Section 47605(b)(5)(E)*

SVCS shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its mission statement and vision. In accordance with Education Code 47605(d)(1), SVCS shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, 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 adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense. Prior to employments, all employees must furnish or be able to provide:

- Medical clearance for Mantoux tuberculosis ("TB")
- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to the first day of work for every employee, SVCS will process all background checks through the Department of Justice and ensure appropriate clearance.
- Documents establishing legal status to work in the United States.

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by SVCS. General job descriptions will be developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

Principal

The Board will select the Principal on an application and interview basis. Selection will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial passion, and interest and commitment to educational reform. The Principal will be responsible for creating a school capable of achieving the Charter School's mission and goals. This will include leading the Charter School in all aspects of its day to day operations, supervising campus teachers and non-instructional staff, working with the Charter School Board of Directors, the District, students, parents, and community members and the other governing bodies specified by local and state law.

The Principal's knowledge and skills shall include, but are not limited to, the following:

- Ability to exhibit the qualities of leadership essential to the successful administration of an elementary school.
- Ability to work with pupils and adults in a supervisory capacity.
- Ability to exercise good judgment and tact.
- Ability to cope with emergency situations.
- Knowledge of basic elements of instruction.
- Knowledge of effective employee supervision and evaluation procedures and techniques.
- Knowledge of curriculum concepts and materials pertinent to an elementary school program.
- Ability to speak and write effectively.
- Ability to work effectively with all segments of the educational community and general public.
- Knowledge of the social, personal, and physical development of children and pre-adolescents.
- Knowledge of effective and grade level appropriate teaching strategies, curricular programs and materials.
- Knowledge of effective student disciplinary and control procedures and practices.
- Knowledge of school district operations and procedures.

Qualifications for the job include:

- Post graduate work in school administration, curriculum and instruction, or a related field.
- Successful experience as a classroom teacher.
- Progressively responsible experience in providing leadership in a school or district setting.
- Possession of an appropriate school administrative credential.
- Knowledge of Punjabi language and culture preferred.

Lead Teacher

In addition to the qualifications for all teachers as described below, the SVCS Lead Teacher will possess the following qualifications:

- 4 years teaching experience
- Experience in instructional supervision and coaching
- Creation of curriculum development
- Experience in delivery of professional development

Teachers

Teachers are selected by the Principal and ratified by the Board of Directors. Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate

classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. SVCS teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”).

Accordingly, a teacher of core academic subjects (including English language arts, mathematics, science, and social studies) must meet the following qualifications:

- a bachelor’s degree
- an appropriate State credential
- demonstrated core academic subject matter competence through California Commission on Teacher Credentialing (“CCTC”) approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”)
- demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice
- proficiency or fluency in Punjabi desired

SVCS shall comply with Education Code Section 47605(l), which states in pertinent part:

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

All teachers will hold a CLAD or BCLAD credential or a California Department of Education equivalent certified to serve English Learners.

In order to recruit and attract highly-qualified teachers, SVCS will advertise positions on websites such as EdJoin, as well as local newspapers and other publications.

Responsibilities for teachers include:

- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content
- Assessing student progress and maintaining accurate records
- Participating regularly in professional development opportunities
- Maintaining frequent communication with students, students’ families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Providing an effective classroom environment that reflects and facilitates the academic program

- A full day of teaching, primarily within the academic area in which they focus their teaming
- Mentoring and instructional advice for their peers to help them develop the skills needed to progress as teachers

School Psychologist⁶

Qualifications of the school psychologist include the following:

- Masters degree from an accredited college or university with major course work in psychology or related field;
- California Pupil Personnel Services credential and school psychology authorization; and
- Must be able to satisfactorily perform the functions of the job including but not limited to highly technical information; applying assessment instruments and participation in student study teams, section 504 teams or IEP teams; knowledge specific to the job including psychology and educational principles and pertinent laws.

School Counselor⁷

Qualifications of the school counselor include the following:

- Personnel services credential in school counseling;
- Field work; some experience in school counseling;
- Must be able to satisfactorily perform the functions of the job including providing individual and group counseling to students; act as a liason between parents and teachers, and participation in student study team meetings; and
- Knowledge specific to the job including school counseling and pertinent laws.

Classified Staff

School Secretary

General responsibilities of the School secretary includes:

- Recording attendance
- Primary responsibility for input of Free and Reduced Lunch information into the student database
- Managing the office
- Overseeing purchases of materials
- Day to day bookkeeping

⁶ This position will be part time and in consultation with the District may be determined to be unnecessary if District school psychologist services are available to the Charter School based upon an MOU between the Parties.

⁷ This position is part time.

- Managing the schedule of the Principal
- Serving as first point of contact for parents contacting the Charter School
- Maintaining student and personnel files

Qualifications for Classified Staff positions include:

- A.A. degree or equivalent work experience
- 3 plus years in administrative support position, preferable
- Experience in public school front office, preferable
- Strong organizational skills
- Strong time management skills
- Ability to work both independently and with a team
- Fluency in Punjabi is highly desirable
- Proficient with Microsoft Office

Custodian

Required qualifications:

- Experience with cleaning solvents, soaps, waxes and other related chemicals used in custodial work.
- Knowledge of standard safety precautions and rules used in custodial work.
- Knowledge of basic materials and equipment used in custodial work.
- Valid CA driver's license.
- High ethical and moral standards.
- Great communication skills with the ability to understand and interpret directions
- Knowledge of:
 - Methods, materials, tools, and equipment used in custodial and general building maintenance work
 - Methods and techniques of cleaning and preserving floors, furniture, walls, and fixtures
 - Use and minor maintenance of hand and power tools and equipment used in janitorial work
 - Operational characteristics of cleaning equipment and materials
 - Safe use of cleaning chemicals
 - Proper methods of storing equipment, materials, and supplies
 - Proper lifting techniques
 - Occupational hazards and standard safety practices
 - Simple record keeping techniques

Preferred qualifications:

- At least 3 months related experience
- Customer service skills
- Skills to determine tools and equipment needed to perform custodial work

- Custodial experience
- Knowledge to follow all health and safety procedures/protocols
- Skill to practice all security procedures related to unlocking, locking and securing of buildings and keys
- Learn and apply knowledge of schedules, procedures, and use of equipment and supplies used in custodial work
- Understand and follow oral and written directions
- Establish and maintain effective working relationships with others
- Meet schedules and time lines

Van Driver

- Excellent customer service skills
- Two years of driver experience preferred but not mandatory
- Excellent driving and route mapping skills
- Valid Class C driver's license with a history of no more than one moving violation, no suspensions or at fault or accidents within the last three years, and no DUI/DWI within the past seven years
- Neat and professional appearance required
- No more than 3 moving violations in past 3 yrs (no reckless driving in past 3 yrs)
- No more than 1 preventable accident in motor vehicle in last 3 yrs

Instructional Assistant

Ability to:

- Learn to develop knowledge and skills necessary to function in the specific classroom to which assigned.
- Read notes, memos, and student reports of a moderately complex nature.
- File alphabetically and retrieve letters and reports.
- Communicate effectively both orally and in writing.
- Add, subtract, multiply, and divide.
- Write messages and notes effectively.
- Interact with students, public, and staff effectively.
- Determine steps in a process and structure time effectively.
- Work independently with little direction.
- Analyze situations accurately and adopt an effective course of action.
- Direct group activities of students.
- Assist in the maintenance of student files.
- Work effectively in direct work with individual students and groups.
- Interact effectively with students, parents, staff, and the public.
- Maintain confidentiality of sensitive and privileged information
- Work effectively with individuals from various ethnic and cultural groups.

Education and experience:

- Any combination equivalent to: graduation from high school and some successful recent experience interacting with youth. May require other specific experience to assist in knowledge and/or skill acquisition. May require formal demonstration of specific knowledge and skills within the area to which assigned.⁸
- Possession of a valid first aid card.

Food Service Assistant

Licenses and Other Requirements:

- A food Service Handler's Certificate, issued by the County Health Department (can be obtained at time of employment).

Desirable Education/Experience:

- High school diploma or general education degree (GED).
- Completion of formal or informal education sufficient to assure the ability to read and write at the level required for successful job performance.

B. Compensation and Benefits

All employees of SVCS will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Salaries and benefits will be set in a manner to attract qualified employees based upon a review of area salaries and benefits for similar positions. Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by SVCS.

Attached as Appendix H, please find a draft employee handbook.

C. Retirement Benefits

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)

⁸ If the Charter School accepts Title I funding, these requirements will be increased to required highly qualified requirements for paraprofessionals, as follows: Complete an associate degree OR Complete two years of college OR Demonstrate knowledge of reading, writing, math, and the ability to assist in instructing these subjects.

Eligible full-time certificated teachers will either participate in the State Teachers' Retirement System ("STRS"). Employees will contribute the required percentage, and SVCS will contribute the employer's portion required by STRS. All withholdings from employees and the Charter School will be forwarded to the STRS Fund as required. SVCS will submit all retirement data through the District or County Office of Education, and pay actual costs for this service per Education Code Section 47611.3 and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. SVCS accepts and understands obligations to comply with Education Code Section 47611.

All other staff will participate in the federal social security system. The Charter School Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

The SVCS Principal will be responsible for ensuring that appropriate arrangements for applicable retirement coverage have been made.

D. Employee Representation

Governing Law: "A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act."

- Education Code Section 47605(b)(5)(O)

SVCS shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA.

E. Rights of School District Employees

Governing Law: "A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."

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

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

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. 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.

F. Health and Safety

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

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

The health and safety of Charter School staff and pupils is a high priority for the Charter School. The Charter School will follow all required safety regulations including emergency policies and procedures.

The following provides a summary of the health and safety policies and procedures to be followed at the Charter School. Attached, as Appendix I, please find the draft health and safety policies and procedures to be utilized by the Charter School. These policies and procedures will be further developed and tailored to the Charter School's facility and operation and adopted by the Charter School Board and provided to the District at least thirty days prior to operation. The policies and procedures will be kept on file for review on an ongoing basis. SVCS may create additional policies and procedures as the need occurs and to stay in compliance with changes to local, state and federal laws and regulations.

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. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. 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 non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. [Training will be provided every two years through the SVCS legal office or other appropriate contractor.](#)

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students [as-and as further](#) required by Education Code Section 49406.

Immunizations

All students enrolled 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. Beginning July 1, 2012, all rising 7th graders must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

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

Vision, Hearing, and Scoliosis

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

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This

handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures. [The control plan shall include mandatory annual training as required by the California Code of Regulations](#)

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are 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 and in conjunction with the District (if at District facilities).

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual 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 sexual harassment policy.

G. Dispute Resolution

Governing Law: “The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.”

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

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline 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. The Charter School firmly believes that nurturing its relationship with the District and ensuring ongoing cooperation, transparent dialogue and accountability will prevent disputes from occurring.

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 Principal of the Charter School. In the event that the District Board of Trustees 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.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 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 the Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal 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 the Principal. Mediation shall be held within sixty 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.

VI. STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES

A. Student Admissions Policies and Procedures

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

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, 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 shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to admission and enrollment into SVCS. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Charter School application process is comprised of the following:

- Parent attendance at a school orientation meeting is encouraged
- Completion of a prospective student information form (a copy of which is attached as Appendix J)

Registration packets for students who are admitted will also gather the following information:

- Proof of Immunization [and necessary physical and dental screenings](#)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records, if applicable

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.⁹ Enrollment preferences in the case of a public random drawing shall be as follows:

- Siblings of existing pupils

⁹ During any period of eligibility for Public Charter School Grant Program ("PCSGP") funding, the public random drawing will be held as a single weighted public lottery.

- Children of Charter School employees, board members, and advisory committee members¹⁰
- Residents of the elementary attendance area in which the Charter School is located to the extent that the elementary school is 70% or more free and reduced lunch and the Charter School accesses funds pursuant to Education Code Section 47614.5
- Residents of the District¹¹
- All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a waiting list according to their draw in the lottery. This waiting list will allow students the option of enrollment in the case of an opening during the current school year.

In no circumstance will a waiting list carry over to the following school year.

Planned Application, Public Random Drawing, and Admission Schedule:

Approximately one Month After Charter Approval

Applications forms available at school administrative office or online at the Charter School's website.

Approximately Two months after Charter Approval

Public random drawing conducted (if there are more applicants than capacity).

After Public Random Drawing

Admission notification and enrollment packets distributed to parents and children who have been drawn in the public random drawing.

Date Set by Board of Directors

Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

Subsequent Applications

Additional open application periods and subsequent public random drawings held if additional applications are submitted after the

¹⁰ During any period of eligibility for the PCSGP, this preference will be limited solely to children of teachers and will be limited to 10% of total enrollment.

¹¹ During any period of eligibility for the PCSGP, the weighting factor for residents of the District and residents of the elementary attendance area (if applicable) will be determined by agreement between the authorizer and the Charter School.

initial public random drawing is held.

B. Attendance

Daily attendance is required by students. The Charter School shall maintain contemporaneous documentation of daily attendance as required by Education Code Section 47612.5 and Title 5 California Code of regulations Section 11960. As stated above, the Charter School will use a student information system such as AERIES for maintaining student information data.

C. Racial and Ethnic Balance

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

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

The Petitioners have already begun efforts to inform our parents, neighbors and community members about the charter establishment process. These efforts will continue throughout the approval process and following approval until the first year enrollment goal has been met. It is our desire to attract a diverse student body reflective of the general population residing within the territorial jurisdiction of the District, and we are reaching out to the community accordingly.

Our outreach plans consist of marketing at community events (for example Harmony on the River, West Sacramento Neighbors Fair, Yolo Arts, etc.), letters of outreach to community organizations (Rotary International, West Sacramento Chamber of Commerce, Rivers Community Association, Cub Scouts, etc.), networking via Facebook and an aggressive email campaign. We believe that these efforts will reach a diverse group of families, whose racial and ethnic balance that reflects that of the District. All outreach efforts will be supported by a website that illustrates our commitment to providing a superior educational environment for our community's children. Advertisements will be distributed in English, Punjabi, and Spanish.

D. Public School Attendance Alternatives

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

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the 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.

E. Suspension/Expulsion Policy

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it will be reviewed and amended from time to time in consultation with employees, parents, and legal counsel to comport with applicable law. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g)

of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the

pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the 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 or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and 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 Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

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

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

1. Notification of District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request

an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the 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 the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-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 of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

A. Budget and Financial Reporting

Governing Law: “The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.”

- Education Code Section 47605(g).

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

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

Appendix L provides a memorandum of understanding between the West Sacramento Sikh Temple and the Charter School related to the start up costs of the Charter School.

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

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. 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, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. 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.

B. 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 District and 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.

C. Administrative Services

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

- Education Code Section 47605(g).

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School is interested in discussing the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

D. 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).

SVCS will be located within the District boundaries. SVCS will be located on property owned by the West Sacramento Sikh Temple, 2399 Sellers Way, West Sacramento, CA 95691. The facility will consist of consist of **seven** classrooms, principal’s office, computer room, room for school secretary and registrar, employee break room, 2000 sq ft lunch/dinning and an indoor and outdoor recreation area. There is a kitchen onsite, which will be used to prepare free vegetarian lunch and refreshments which meets state requirements for nutritionally adequate lunch or breakfast. Attached, as Appendix M, please find a blue print of the schoolsite. A memorandum of understanding with the West Sacramento Sikh Temple with regard to the facilities usage for the Charter School has been attached as Appendix L.

E. Transportation

The Charter School will provide free transportation to and from school, including as required by law for students with disabilities in accordance with a student’s IEP.

F. Audits

Governing Law: “The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

- Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and 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 Controllers K-12 Audit Guide.

An audit committee 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 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 Principal, along with the audit committee, 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 public record to be provided to the public upon request.

G. Closure Protocol

Governing Law: “A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

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

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 Board of Directors will promptly notify parents and students of the Charter School, the District, the 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 Board 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 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 SVCS students. All 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 Yolo 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 Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal

Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. 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 K, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. IMPACT ON THE CHARTER AUTHORIZER

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

SVCS 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 23701d.

Pursuant to Education Code Section 47604(c), an entity 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. SVCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a MOU, 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 Member and Officer insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will 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 will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

IX. CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term to begin operation in September 2011.