

Santa Clarita Valley International Charter School



Charter Application

**OFFICIALLY
Submitted to the
Hart School District
December 19, 2007**

INTRODUCTION TO THIS PETITION

This proposal establishes a charter school called Santa Clarita Valley International (“SCVi”) operated as a California nonprofit public benefit corporation for educational and charitable purposes. Santa Clarita Valley International will be located within the territorial jurisdiction of the William S. Hart Union School District (the “district”) with support services, if any, designated and delineated through a mutually agreed upon Memorandum of Understanding (“MOU”). The charter school will provide a voluntary public educational choice for parents with students in grades K-12 who choose to have their children educated in an alternative learning environment.

The charter school will provide quality educational instruction and guidance, curricular support, and selected resource materials to ensure that students make appropriate progress toward achievement of SCVi’s school-wide outcomes, based primarily on California content standards. This charter school’s objective is to provide a vehicle for the delivery of a hands-on, developmentally appropriate, and personalized educational experience outside of the traditional public school setting.

Santa Clarita Valley International proposes to be a non-profit co-educational charter school and will be located in the Santa Clarita Valley. SCVi will provide an exceptional academic and extracurricular program in grades Kindergarten through twelfth grade for approximately 400-500 students in an alternative educational experience that encourages hands-on, inquiry based, self-directed learning, and collaborative learning in a developmentally appropriate school environment. The school will focus on differentiating instruction to meet individual student needs. The program will serve primarily Santa Clarita Valley residents and will seek a diverse population of learners that overall represents the ethnic diversity of the Santa Clarita Valley. It is slated for launch in fall of the 2008-2009 school year.

Legal Affirmations

SCVi shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. *[Ref. California Education Code §47605(d)(1)]*

The SCVi will comply with applicable public agency, state and federal laws, regulations and codes during its operations.

I. EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission

Santa Clarita Valley International School empowers students to become conscientious,

compassionate, and responsible citizens of the world. In this process we inspire them to become creative thinkers and leaders, with a life-long love of learning. We accomplish this through individualized instruction, active learning methods and opportunities for self-directed learning. We celebrate and foster each child's individuality and support them in discovering their highest potential.

Vision

A rigorous, relevant, and attainable education program based on California content standards. SCVI will accomplish its mission through the following best practices:

- **An international focus:**
Students in the 21st century are faced with the challenge of learning in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum on global connectivity will give students a sense of belonging in the changing world and prepare students to fit in the global marketplace upon graduation and post college. Exploring the world's cultures will give students a positive attitude toward learning and greater understanding of diverse cultures, both in the U.S. and abroad.
- **Constructivist methods and project based learning:**
SCVi's curriculum will convey the California content standards through relevant learning experiences that engage students' interest as they discover underlying concepts and develop deep understanding of subject matter. Students will be active participants in meaningful learning, not passive receptacles, as they engage in hands-on activities and experiences that build on students' prior knowledge. A key instructional approach will be the use of projects, which are conducive to teaching higher order thinking skills and real world skills. Projects more closely resemble real world work, so students will develop skills for successful careers. Students will apply their understanding in projects that gradually introduce more complexity, student autonomy and choice of topics and products, as students are ready for it. These powerful learning experiences will foster self-motivation and self-directedness, as students discover and develop their uniqueness while striving to reach their full potential.
- **Individualized learning plans (ILPs) for all students:**
Each year, students and teachers will create ILPs to guide instruction. Each student, along with his family and his teacher, will work together to monitor the ILP and make adjustments as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to his individual development.
- **Multiage groupings:**
Multiage classroom environments with two or more grades allow students the flexibility to progress at their own pace along a continuum of learning. Multi-year relationships between teacher and student provide for deeper knowledge of students' needs to guide instructional decisions and familiarity with the social-emotional health of a student.

- **Attention to the whole child:**
A developmentally appropriate educational program, including both instruction and a purposeful school culture, will promote adaptability, self-confidence, autonomy and creativity for all children. Students will develop social emotional skills, as they learn to communicate and problem-solve to effectively work, learn and live together. The educational program will promote respect, understanding and appreciation of diversity in the school's multicultural environment.
- **Building a strong partnership with home and community:**
Parents and community partners are key resources to support students' success. SCVi will actively involve parents at school and will work with them to support and extend their students' learning at home. The school will also seek ways to involve community partners and provide learning experiences that broaden students' perspectives

Officers and Interim Board Members of SCVi

The founders and Interim Board members of SCVI is comprised of several very talented people with the ability to create and maintain a successful school. Please refer to the attachment section for more detailed biographical information, as well as the below brief descriptions:

Board member: Amber Golden Raskin, a former network television producer, is experienced in overall project management, payroll, budgeting, staffing and facilities.

Board Member: Franca Campopiano, recently retired from Odyssey charter school as the Executive Director, has experience in all aspects of running a charter school.

Board Member: Renee Marshall, a former teacher for the Castaic District currently an adjunct faculty member for the ECE/Education department has extensive experience in the classroom and has been heavily involved in writing the charter.

Board Member: Courtney Lackey, a commercial real estate broker for CB Richard Ellis has extensive experience in budgeting, facilities and property management.

Board Member: Keith Raskin a network television producer has almost 20 years in all aspects of start up projects. His responsibilities include staffing up to 200 employees, finding facilities, and creating and maintaining budgets up to 30 million.

Officer, CFO: Sharlene Atwood is a certified public accountant and has started and maintained her own business. Sharlene has been heavily involved in creating the budgets and financial plans for the school.

Whom the school is attempting to educate

Santa Clarita Valley International School (SCVI) will conduct outreach to recruit a student body that is representative of the local school district as a whole. The population

of the City of Santa Clarita has grown by 50,000 residents in the past ten years. The Santa Clarita Valley has a growing spectrum of ethnic, cultural and linguistic heritages. SCVi will expect to serve a student population similar to that of schools in the William S. Hart Union High School District (Hart District), where the ethnic breakdown is approximately 58% White, 26% Hispanic or Latino, 4% African American, 7% Asian, 4% Filipino and the remainder of other ethnicities, with students from dozens of countries and linguistic backgrounds. About 14% of students in WHSD schools are English Language Learners (ELL students), 11% of students qualify for the federal Free and Reduced Meal program, and 10% qualify for special education services. SCVi will anticipate somewhat higher percentages of ELL students in the elementary school grades as they are earlier in their English language acquisition process than their counterparts at the secondary level. SCVi will expect to serve students who are gifted or advanced, students who struggle academically, and students who have a variety of learning styles in proportions comparable to district schools. The description of plans for low-achieving students, high achieving students, ELL students and students with special needs in subsequent sections will describe some of the strategies SCVi will use to meet these students' needs.

SCVi will serve students from all social and economic groups in the Santa Clarita Valley. Given its instructional approach, SCVi will likely attract and be successful with youth whose educational experience to date has not resulted in optimal academic and personal success, such as students whose learning style may limit their ability to achieve their learning potential in a conventional classroom employing traditional methods. It will be an appropriate environment for students who would find greater success in a developmental, multiage learning environment addressing students' individual academic, social and emotional needs. SCVi will also seek to attract families who want a personalized, developmentally appropriate approach for their children and will likely attract students from private and public schools, independent study charter schools and especially from local home-schooling families searching for an alternative model of education to meet their children's needs.

SCVi's Projected Enrollment and Growth

SCVi anticipates opening with approximately ten students each in grades K-4 and 60 students in 7th grade, depending on recruiting outcomes (including the number and grade range of interested students) and the number of classrooms available in the facilities the school attains. As mentioned above, for the middle school grades, SCVi anticipates opening with 60 students in two seventh grade classrooms. Should it become feasible to increase elementary enrollment sooner than projected, the school's total enrollment will rise accordingly. Maximum enrollment in the school will not rise higher than 550 students during the term of this charter.

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|
| Kindergarten | 10 | 10 | 10 | 10 | 10 |
| 1st Grade | 10 | 10 | 10 | 10 | 10 |
| 2nd Grade | 10 | 10 | 10 | 10 | 10 |
| 3rd Grade | 10 | 10 | 10 | 10 | 10 |
| 4th Grade | 10 | 15 | 15 | 15 | 15 |

| | | | | | |
|------------------------------|----|----|----|----|----|
| 5th Grade | 0 | 20 | 25 | 25 | 25 |
| 6th Grade | 0 | 0 | 30 | 30 | 30 |
| 7th Grade | 60 | 60 | 60 | 60 | 60 |
| 8th Grade | | 60 | 60 | 60 | 60 |
| 9th Grade | | | 60 | 60 | 60 |
| 10th Grade | | | | 60 | 60 |
| 11th Grade | | | | | 60 |
| 12th Grade | | | | | |

Projected Enrollment: 110 Students 195 students 290 students 350 students 410 students

What it means to be an “educated person” in the 21st Century

In the modern U.S. economy, jobs that allow families to live a “middle-class” lifestyle increasingly require more sophisticated skills. Successful workers will possess more than rote skills and factual information; they will be “do-ers” who can plan, problem-solve and achieve multi-step goals. To be an “educated person” in the 21st century, students will be able to think critically and apply their understandings in novel contexts. They will have awareness and skills to navigate an ever more politically and economically interdependent world. Given the high stakes, there is a crucial need for open-minded, tolerant citizens who are good communicators in at least two languages. Students will need to work cooperatively and to value their individuality as well as other people’s differences.

HOW LEARNING BEST OCCURS

The school’s unique design reflects SCVi beliefs about how learning best occurs. SCVi’s educational design and philosophy are consistent with the school’s vision, mission and target population. SCVi’s school design begins with a solid research base. SCVi will draw upon the following instructional theories and methods:

Constructivist Learning Theory

SCVi will use constructivist methods based on research about how people learn. Research shows that each individual constructs knowledge rather than receiving it from others (Brooks and Brooks, 1993). Constructive teaching is based on the belief that students learn best when they gain knowledge through exploration and active learning. Hands-on materials will supplement or replace textbooks, and students will be encouraged to think and explain their reasoning instead of memorizing and reciting facts. Education is centered on themes and concepts and the connections between them, rather than isolated information. According to brain-based research, authentic learning situations increase the brain's ability to make connections and retain new information. Teaching strategies that enhance brain-based learning include manipulatives, active learning, field trips, guest speakers, and real-life projects that allow students to use many learning styles and multiple intelligences. (*The Language of Learning: A Guide to Education Terms*, by J. L. McBrien & R. S. Brandt, 1997, Alexandria, VA: Association for Supervision and Curriculum Development)

Multiage Groupings

Research supports educational environments with two or more grades that allow students the flexibility to progress at their own pace along a continuum of learning. Multi-year relationships between teacher and student provide for deeper knowledge to guide instructional decisions and familiarity with the social-emotional health of a student (Anderson and Pavan, 1993). Classrooms may be a mix of two (and occasionally more than two) grades to allow students to progress and to be grouped to with others, rather than to be limited by age-based groupings.

Teachers' work is complicated by the presence of a wide range of instructional needs within a single classroom. In many schools, teachers must try to differentiate as best they can, but when the levels are too varied, multiple needs are very rarely met. Most teachers and principles can describe what needs to be done in theory, but practice often does not match the ideal. Multiage groupings increase opportunities for instruction that matches need, especially at a small school like SCVi, because they allow for large enough sub-groups of students with like needs while retaining homogenous groupings. Students get the benefits of a smaller, more personal learning environment, and at the same time, their academic needs are met. Multiage groupings also enhance the culture of learning as older students model expected behaviors for students entering the class or the school, also reducing social stratification across grade level groups and reducing the chance of bullying and other harmful behaviors.

While multiage groupings are common in elementary and high school, research also supports multiage groupings for the middle years in grades 5-9. The National Middle School Association (1997) has identified multiage grouping, cooperative learning, heterogeneous grouping, developmentally appropriate learning tasks, cross-age tutoring, flexible scheduling, and positive evaluations as important instructional strategies for older children. In addition, several middle schools have achieved great gains in academic achievement using such groupings. Crabapple Middle School in Roswell, Georgia, for example, has reported significant gains in students who participated in the multi-age courses, opposed to their students who followed the traditional model (*Evaluation of Multi-Age Team (MAT) Implementation at Crabapple Middle School: Report for 1994-1995* ERIC Digest [Online]). Scarborough Middle School in Maine earned a similar schools ranking of 9 using multi-age groupings and East Lyme Middle School in Connecticut has achieved National Blue Ribbon status using multi-age grouping as well.

Project-based Learning

Students learn to take charge of their own learning by actively planning, researching and developing in-depth study on a topic of interest. As they develop skills, students are increasingly responsible for deciding the topic, what the project will consist of, how to implement the project, and reflection on the project. Where possible, students decide what processes they will use to achieve the project, according to their individual learning styles. It is the role of the teacher to guide the students, set expectations, facilitate questions, and encourage students to use multiple intelligences (Newell, 2003).

Passive, out-of-context learning is not adequate to prepare students to work in today's world. SCVi will use project-based learning to equip students to solve complex problems using fundamental skills (reading, writing, and math) and workplace skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high-tech tools). Notably, this new set of 21st Century skills is promoted in the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS; see also <http://www.academicinnovations.com/report.html>). The SCANS skills include:

- personal and social responsibility
- planning, critical thinking, reasoning, and creativity
- strong communication skills, both for interpersonal and presentation needs
- cross-cultural understanding
- visualizing and decision-making
- knowing how and when to use technology and choosing the most appropriate tool for the task

There is a growing body of research that supports the use of project-based learning. Schools where project-based learning is practiced find a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement. When technology is used to promote critical thinking and communication, these benefits are enhanced. According to *Ed Week*, September 27, 2006 a new report, "Compendium Study of Promising Practices: Innovations in Charter Schools", available from the Center on Educational Governance at the University of Southern California, highlights what it sees as effective practices in 20 charter schools in California, including efforts such as project-based learning, parent involvement, and the infusion of arts in the curriculum."

The California Department of Education has given a large portion of Dissemination Grant awards to schools for their use of project-based learning to achieve high academic achievement among secondary students, including High Tech High, the International School of Monterey, the Alameda Community Learning Center, and Guajome Park Academy. Many educational research institutions also advocate this trend: "One strategy for linking the curriculum to real-world learning is project-based learning, where students are engaged in challenging tasks that usually involve knowledge and skills from more than one academic discipline." – *Redesigning Schools: What Matters and What Works*, School Redesign Network at Stanford University, 2002.
<http://www.archachieve.org/Resources2/tookits/10features.pdf> `

CURRICULUM AND INSTRUCTION

The Whole Child

SCVi's educational program will facilitate the academic, social, and emotional development of all students with developmentally appropriate curriculum as they move through the school's program. The school will provide supports to ease transitions between SCVi's campus(es) and the educational settings in which students enroll. Older

students will be teamed up with younger students as a way to create a family environment where the younger youth have older “sponsors” to look up to and the older youth will be mentors for the younger students. Older students will reinforce their studies and subject mastery by tutoring the younger students in their studies.

Grades K-6

In K-6 classrooms, teachers will build strong relationships to create a safe learning environment that makes students feel comfortable as active participants. Students’ primary classrooms will be a place for social-emotional skill-building, for participation in democratic decision-making and for solving problems between individuals, as a class and as a school. In the earliest grades, learning activities may often resemble play and allow self-directed exploration. Curriculum that develops social and emotional skills will be developmentally appropriate as well.

Grades 7-12

The advisory program is a key strategy for developing the whole child, for individualizing the educational program and for creating a supportive school environment. Through advisory, students and teachers develop closer relationships, creating a safe space for activities such as social-emotional and personal and academic skill-building and goal-setting, monitoring and problem-solving. Advisory provides the students and teachers a space to connect and discuss their school community, working collaboratively to address any challenges that individual students, the classroom, or the school community as a whole is facing. Advisories will be used to facilitate every child’s participation in the school’s decision-making process. The meetings will also provide time for teachers to announce upcoming activities and classroom guests. Advisories will be “school families” that foster strong connections between all members of the SCVi community.

Backwards Design

SCVi’s instructional staff will approach curriculum planning using a standards-based backwards design process, a key part of Grant Wiggins’ and Jay McTighe’s acclaimed Understanding By Design model. First, teachers identify rigorous, relevant and attainable overarching learning outcomes, going beyond simple facts and skills to include larger concepts, principles or processes (“What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?”). Next, they determine acceptable evidence of learning for those outcomes; that is, the means of authentic assessment (“How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?”). Finally, they plan meaningful learning experiences and instruction. This includes definition of knowledge (know-that), skills and procedures (know-how) that students ought to master, definition of materials, and definition of learning /teaching activities (scenarios). Through this planning process they will develop a curriculum map based on the California content standards and other outcomes specific to SCVi.

Instructional Materials

SCVi will select instructional materials based on alignment with the school’s standards-

based learning outcomes and educational philosophy and that are consistent with the school's rigorous, relevant and attainable student outcomes. Some possible materials are listed in the following sections, but the actual materials used may differ as instructional staff learns more about how well different options work. Materials will be chosen to promote active, purposeful engagement with content where students learn and show what they know "by doing." Materials may also be selected to enhance curricular integration, for example, where students read a work of historical fiction to enhance their understanding of History/Social Science content they are studying. In addition to any textbooks, supplemental materials will be used to develop international themes, to differentiate for student needs and as needed for projects. Students will have opportunities to select materials appropriate to sub-topics they have chosen, as appropriate.

English/Language Arts

English/Language Arts (ELA) curriculum will be based on California content standards and will emphasize the development of skills and strategies students need to be competent readers, writers and speakers. Instructional strategies to develop these skills include direct skills instruction, discussion of literature, application in projects and assignments with teacher coaching, and the process of students and teachers monitoring and evaluating work. Each year, SCVi will assess student writing and use the data to see 'how we are doing' in the area of writing as an individual class, grade level and school. Data analysis will show patterns of strength and weakness and form a basis to evaluate curriculum and refine teaching strategies. SCVi will use a rubric designed for each grade level to assess student writing and save in portfolios samples from before, during, and at the end of instruction.

The ELA curriculum provides the core of reading and writing instruction, but these skills will also be supported across the content areas as they read and write in genres specific to other disciplines. To the extent possible, students will read and write for authentic purposes, so that the work is meaningful to them and they develop a greater sense of the value of reading and writing.

Grades K-6

Reading instruction will develop decoding and reading comprehension skills, balancing phonics instruction with activities that help students read for meaning. In the upper elementary grades, students will read and discuss chapter books. Teachers will provide opportunities for students to choose their own books, coaching them in how to identify desirable books at their reading levels. This approach develops a love of reading, so that students seek to do more of it of their own initiative, rather than turning off to reading, as may happen when the bulk of students' reading material is imposed on them.

Grades 7-12

Students will spend most of their time in short skills lessons, reading and responding to text, and writing for a variety of purposes. Inquiry-based discussion of text has many benefits; this approach to literature strengthens

critical thinking and civil discourse; develops appreciation of literature; teaches respect for diverse ideas, people, and practices; creates a positive learning environment for all students; creates a community of inquiry; develops social problem solving skills; helps students clarify values; builds self-esteem; and puts the student in the center of the learning as an active and engaged participant. Explicit instruction in writing will take place in the ELA content seminars and any other seminar requiring a specific form of writing, such as technical reports in the hard sciences, journaling and descriptions of multi-step problem solving in mathematics and opinion editorials and research papers in the social sciences. ELA teachers will collaborate with other teachers to align writing instruction in ELA with that done in other disciplines.

Mathematics

SCVi's mathematics curriculum will be based on California content standards and will develop quantitative thinking through a combination of skills practice, application in real world scenarios, and activities to develop conceptual understanding. Activities to develop conceptual understanding include hands-on learning and experiences that help students "discover" underlying concepts. Teachers will supplement core content textbooks with more complex problem-solving activities that provide a performance-based assessment (this is a practice that may unfold over time, as teachers develop the skill to facilitate performance-based assessment in mathematics). The *Balanced Assessment in Mathematics Project*, developed at the Harvard Graduate School of Education, and *Math Exemplars* are key resources for innovative, performance based assessments for K-12 learners.

Grades K-6

The K-6 textbook series *Everyday Mathematics* is used with success by many schools sharing SCVi's approach to mathematics instruction.

Grades 7-12

In the past few decades, a number of strong secondary mathematics programs have been developed that use SCVi's approach. These include *Core-Plus Mathematics Project* (CPMP), the *Integrated Mathematics Project* (IMP), and *Connected Math*.

History/Social Science

Social studies instruction will be based on California content standards and will embed content knowledge in active learning activities that promote thinking skills used by practitioners of social science disciplines. Active learning activities will include simulations, debates, speeches, research projects and papers. SCVI will identify key content standards taught for mastery, and a smaller subset for deeper study. Classes in grades 1-4 may explore *Social Studies Alive!*. This text helps students explore their role in the world around them through collaborative learning. For grades 5-8 *History Alive!* helps students evaluate the past in context with the present and enhances their critical thinking skills as global problem solvers. Teachers may enhance the course of study with *Geography Alive!* to improve awareness of place and the interrelatedness of nations and

communities. *Facing History, Facing Ourselves* is a possible textbook for U.S. History, because of its emphasis on active learning and the relevance of history to the modern world and to students' ethical development. We plan on using *History Alive!* and *Social Studies Alive!* our first year and will then convene a working group of our teachers at the end of year one to see if this (and other adoptions) are still the best option for our school given that we now know more about our actual student population.

Science

SCVi's science curriculum will be based on California content standards and will emphasize development of thinking skills, using hands-on activities and experimentation to deepen conceptual understanding and facility with scientific methods. The scientific thinking process may be seen as a developmental sequence involving the following cognitions: observing (using the senses to get information), communicating (talking, drawing, acting), comparing (pairing, making one-to-one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using superordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing).

The skills listed above are central to a program from which SCVi will likely draw heavily, from the FOSS science kits (K-2 modules, 3-6 modules, and middle school modules) produced by the Lawrence Hall of Science at UC Berkeley's Department of Education and distributed by Delta Education. SCVi is considering if and how it may use the accompanying FOSS textbooks. SCVi is considering the *Harcourt Science* textbook series, a standards-based program that emphasizes purposeful inquiry, offers opportunities to integrate technology, links students to Smithsonian research and suggests real career possibilities for students. The series stimulates interest in reading and science literacy and addresses multiple learning styles. We plan on using Harcourt Science our first year and will then convene a working group of our teachers at the end of year one to see if this (and other adoptions) are still the best option for our school given that we now know more about our actual student population.

Spanish

Students will learn to speak, comprehend, read and write basic Spanish and be familiar with major features of Spanish-speaking cultures. SCVi intends to include Spanish instruction at all grades; however, intensive language instruction will be secondary to academic instruction needed for success in core content areas, including the development of skills fundamental to project-based learning.

Technology

SCVi will use technology to serve several purposes. Not all of the following purposes will be served initially, but SCVi will develop its use of technology over time.

- To develop students' basic technology proficiency
- To incorporate exciting, real world curricula
- To provide scaffolds for learning
- To enhance students' and teachers' channels for feedback, reflection and revision

- To connect students and teachers with other learners and resources around the globe
- To expand opportunities for teacher learning and parent involvement

Students will learn safe, responsible usage of the internet, as well as effective internet research skills. Teachers will also introduce Word, Excel and PowerPoint to develop students' basic technology proficiency for projects and real world work.

An exciting selection of software and internet resources now exists to engage learners in real world content, to teach new concepts, and to provide opportunities for students to apply conceptual understanding in new contexts. There are interactive programs, such as simulations where students act as architects to design a playground, teach core content standards and develop critical thinking skills. Teachers use the internet to access video, photos, text, audio tracks and other real world material to support content standards being taught. These resources engage learners' interest, provide up-to-date content and accommodate diverse learning styles.

SCVi will also take advantage of software that scaffolds learning. For example, the research-based The Little Planet Literacy Series provides video support as early readers begin a story and guides students through the writing process as they create their own books; in one module, first and second graders write books to solve challenges at the end of adventure stories. For mathematics and science applications, inquiry-based learning modules are increasingly available, which use dynamic models as students learn to detect patterns and understand data. In the GenScope project, biology students move through a hierarchy of six genetic concepts. Research on Geometry Tutor shows how such software can help close the achievement gap, as low-performing students gain more from their use of the program. SCVi may also use interactive educational software to provide skills practice.

Technology can also expand opportunities for teacher feedback, student revision and parent involvement. Computer software can reduce the time teachers must spend to provide individual feedback; teachers can scan the understanding of all students in the room at a glance through their input in handheld devices; and note-posting on a networked or web-based system allows multiple viewers to see and respond to teacher or peer feedback. Basic word processing makes student revision of work much more efficient. Web-based programs can greatly increase student, teacher and parent interaction around student learning, including communication about progress toward learning goals.

SCVi will use technology to connect student learning to communities in multiple ways. In many applications, technology can create communities of students or teachers learning about content. Computer-based learning is often a social activity, where teacher and peers are active participants in a students' learning. Research shows that student motivation to learn is increased when students perceive real world relevance, and when they collaborate with peers and practitioners (*How People Learn: Brain, Mind, Experience, and School*, National Research Council 2000).

Optional Enrichment Workshops

School will function as a place of academics as well as a place for the students to enrich their lives in other ways. Enrichment workshops will be offered that tap into a variety of learning modalities. Enrichment workshops will be varied, including topics such as career development, theater basics, writer's workshop (creation, editing and publishing of authentic works), Math Olympics preparation and so on.

Student Led Conferences

When students' Individualized Learning Plans are created and at the start of major learning activities, students will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those outcomes, starting at a basic level when they are younger and improving their ability to self-assess over time. At least twice each school year they will meet with their advisor and their parent to look critically at what they have accomplished, examining a portfolio that showcases what they have learned throughout the school year. The student will help lead a discussion of their strengths and areas of growth (advisors will coach students through this process and practice with students while they are learning how to help lead and ultimately to direct these discussions). The group will work together to develop goals and strategies to overcome challenges.

The portfolio-based Student Led Conferences help ensure that learners are accountable to their families, their teachers, and the school community as a whole. In addition, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit students' distinct learning styles.

TEACHER QUALITY

Recruitment, hiring and retention of highly qualified teachers

SCVi recognizes that high student achievement depends on instructional capacity. The school will use multiple strategies to attract and keep highly qualified teachers with subject area knowledge that is likely to support student achievement and collaborative learning for all students. Teacher job descriptions will list specific teacher characteristics that best support student achievement of all students at SCVi. The SCVi development team will tap into its extensive network of teachers to spread word about its hiring needs. The school will also announce openings on education list serves and websites, and, if needed, will contact teacher education programs, place announcements in education publications, and so on.

SCVi will use a hiring process that reveals the alignment of candidates' educational philosophy and skills with SCVi's instructional approach. A paper screening will be the first step to check that candidates meet basic qualifications (see "Human Resources") and for evidence of alignment with SCVi's approach. Ideal candidates will value an emphasis on the whole child in teaching and will have interest and experience in building a standards-based curriculum that engages students in active, meaningful learning. This

may include familiarity with constructivist methods, project-based learning, authentic curriculum and assessment, development of real world skills and engaging students' interests. Ideal candidates will also have experience differentiating instruction to meet the needs of all students, using assessment to inform instruction, and understanding the bigger context of the school's progress in meeting Academic Performance Index (API) and Annual Yearly Progress (AYP) growth goals. Candidates will participate in an interview and, as feasible, demonstrate teaching skill through an in-class observation, a video or a written response to questions about pedagogy. Teachers will participate in the hiring process, and the principal will finalize all hiring decisions.

SCVi will attract and retain teachers by offering an appropriate compensation package and by creating an attractive work environment. This includes involving teachers in decision-making to a greater extent than is typical at non-charter public schools. They will have regular opportunities to collaborate with colleagues and to participate in professional development that meets their needs. SCVi will attract teachers who are interested in developing instructional practices not encouraged or allowed at more traditional schools and who thrive in a smaller school environment where supportive relationships are the norm. School leadership will strive to maintain respect and professionalism in the workplace.

Teacher Professional Development and Collaboration for Ongoing Improvement

SCVi's weekly schedule will provide time for collaborative teacher planning. Teachers will share curriculum and exchange ideas about what's working and how to address challenges. Teacher professional development will be planned to meet teachers' needs, keeping in sight the ultimate goal of helping all students to succeed. Teacher collaboration and professional development will begin each summer prior to the start of school and continue throughout the school year.

SCVi's mission and vision involve sophisticated educational practices that will take time to develop, as individual teachers develop the needed skills and as the school incrementally develops the capacity to implement the vision fully. Teacher in-services will develop teacher understanding of the theory and practice of SCVi's instructional and assessment approaches and will cover such topics as standards-based curriculum development and lesson-planning; instructional methodology, such as project-based learning and inquiry-based teaching; and authentic assessment.

PARENT INVOLVEMENT

Parent Communication

Parental involvement will be encouraged throughout the school. SCVi will communicate with parents about student progress on an ongoing basis as parents interact with teachers, counselors and administrators informally and by request, and using web-based technology, as it becomes feasible to implement at the school. Additionally, SCVi will hold student-led conferences and issue report cards at least three times a year and will send annual reports to stakeholders. SCVi intends to mail a newsletter to families and staff on a regular basis as soon as it is feasible to do so. The SCVi will develop policies

to promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.

Parent Involvement

SCVi is founded by parents, several of whom sit on the school's governing board. The majority of the planning work to date, including program design, has been led by parents seeking an educational alternative for their children. After the charter is approved, the founding parents will help to hire an administrator qualified to refine the program design and implement the mission and vision of the school. Parents will continue to be involved in the implementation of the school not only through participation on the governing board, but through volunteering, attending school events and parent meetings, and joining committees as they form.

Parents will be highly encouraged to volunteer on campus. SCVi suggests that each family contribute at least 3 monthly volunteer hours to the school. No student will be punished if his or her family does not complete its recommended hours. These hours can be completed in a variety of ways. They may fill a variety of roles at the school site including (but not limited to): classroom volunteer, group speaker, guest facilitator, Board of Directors of SCVi participation, community consultant, or field trip chaperone. At SCVi, parents will play many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community.

WASC ACCREDITATION

SCVi plans to initiate the accreditation process through the Western Association of Schools and Colleges (WASC) prior to the start of the ninth grade year. SCVi will become fully accredited by WASC such that its courses may be considered for approval by the University of California (U.C.). All courses that fulfill the U.C.'s a-g requirements will be approved by the U.C.

SCVi's graduates will have the academic and life skills necessary to allow them to flourish at competitive universities; all will have completed the U.C. a-g requirements as a result of meeting the SCVi graduation standards:

- English: 4 years of college preparatory English composition and literature
- Math: 3 years (4 years is recommended), including Algebra I, Geometry, Algebra II, or higher mathematics
- History and Social Science: 2 years, including 1 year of U.S. History (or 1 semester of civics or American government) and 1 year of social science
- Laboratory Science: 2 years, including 1 biological science and 1 physical science
- Language (other than English) 2 years of the same language
- Visual and Performing Arts: 1 year of dance, drama or theater, music, or visual art
- College Preparatory Elective: 1 year of any college preparatory subject

WASC accreditation will also facilitate the transferability of SCVi courses to other high schools. Students and their families will be informed about the transferability of SCVi courses to other public high schools and the eligibility of courses to meet college entrance requirements at our annual Open Houses and either by request or during individual counseling sessions with the school counselor. Parents of students seeking higher education admission will be notified should any issues or problems arise regarding the eligibility of the charter school's courses to meet college entrance requirements. SCVi will provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

SCVi seeks to serve students that are not being well served by other educational options. However and in accordance with Education Code section 47612, as may be amended from time to time, SCVi will only generate apportionment for serving students that are over 19 years of age if the student has been continuously enrolled in public schools and is making satisfactory progress towards earning a high school diploma.

SCHOOL CALENDAR & INSTRUCTIONAL MINUTES

SCVi's school year will comply with the requirements set forth in Education Code 47612.5 and will be at least 175 days long. Time will be added for some fluctuation for pupil-free staff development days. SCVi will observe all federal holidays and will closely align winter break, spring break and other pupil-free days to the charter authorizing school district. The daily schedule will allow SCVi to offer, at a minimum, the following number of minutes of instruction:

- (A) To pupils in kindergarten, 36,000 minutes.
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.
- (D) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

At the time of charter drafting, the precise calendar and daily schedules have not been established; SCVi will provide copies of its school calendar and daily schedule when they are complete.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

SCVi will be set up to help academically low achieving students succeed through use of active learning methods that engage students with different needs, small class size, supportive school structure, accessibility to teachers for extra help, and regularly scheduled times for teachers to meet and address individual learner needs (see Student Success Team section below). The curriculum will be developmentally appropriate, and students will be given time and resources necessary to achieve the essential academic standards for each grade level. Additionally, teachers will participate in professional development to address the students' multiple learning styles and special needs, including those of low achievers, and will use a curriculum planning process such as Wiggins and

McTighe's Teaching for Understanding approach (which forms the Understanding By Design process, together with Backwards Design) to reach all the children in their classes. SCVi will use Supplemental Hourly Funding to provide additional instruction through programs which may include extended day program, early day program, Saturday program and summer school.

SCVi will identify students who are performing below grade level through the results of the state STAR assessments, school-wide benchmark assessments, classroom assessments and/or classroom observations. SCVi will make teachers aware that raising the academic achievement of these students is not only a moral imperative, it is also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). Instructional staff will monitor progress of academically low-achieving students throughout the year to ensure that it is on track for meeting growth goals. Services for academically low-achieving students will begin with an assessment of student abilities and needs. Individualized learning plans will be updated as needed to address their specific needs. Depending on identified needs, students will receive one or more of the following interventions:

- Classroom instructional activities modified to accommodate different academic needs and learning styles
- Additional help during the school day from peers, staff, and volunteer tutors
- Supplemental instruction, including homework help, partner reading with literacy volunteers, and/or targeted skills interventions
- Student Success Team meetings with school personnel and the parent or guardian (optional) for students still not achieving at grade-level standards to review the above strategies and plan for new ones.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

SCVi is also an ideal environment for high achieving students. At SCVi, learners are not constrained by grade level. Students are encouraged to reach beyond the grade-appropriate state standards to pursue their own interests and learn at their own pace. SCVi's self-directed, hands-on, project-based approach allows exceptional flexibility for high achieving learners to approach learning according to their unique skills, abilities and talents. Teachers will modify students' individualized learning plans and differentiate instruction to engage and challenge each student at his or her level. Staff will also guide learners to extracurricular education and enrichment programs that happen throughout the year in an after school program.

The process for identifying students who are academically high achieving is similar to the process for identifying academically low-performing students, using the results of the state STAR assessments, school-wide benchmark assessments, classroom assessments and/or classroom observations. Modifications for academically high-achieving students will begin with an assessment of student abilities and needs. Individualized learning plans will be updated as needed to address their specific needs. Depending on identified needs, students will receive one or more of the following interventions:

- Classroom instructional activities modified to accommodate different academic needs and learning styles
- Learning activities above grade level, including with older students on a variety of activities. (Utilizing a small, personalized environment, teachers will be able to move students in and out of groups, allowing high achievers opportunities to mentor and to be mentored by various peers of various ages)
- Pairing with low-performing students as peer tutors for a small portion of their day to develop leadership and social skills, deepen their own understanding, and narrow the achievement gap. (Research shows that people deepen understanding through the process of teaching others)
- Participation in enrichment activities during or after school.

PLAN FOR ENGLISH LEARNERS

Before a child begins at SCVi, we will administer the home language survey to determine whether English is the student's native language. All students whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT) during the testing window (currently July 1 to October 31) to determine their English language proficiency level. Where appropriate, these students will also be assessed in their primary language to determine academic skill levels. SCVi will use annual CELDT data, CST and CAT/6 data, teacher observations and optional parent input to identify English Language Learners (ELL), determine their English Language Development (ELD) levels and reclassify ELL students as English proficient when appropriate. SCVi will make teachers aware that raising ELL students' rate of English acquisition and overall academic performance is not only a moral imperative, it is also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). Instructional staff will monitor progress of ELLs throughout the year to ensure that it is on track for meeting growth goals.

ELL students will have full access to SCVi's curriculum. To help students understand content being taught, teachers will procure reading material at or near students' reading levels in their native language, will explicitly teach key vocabulary, and will use appropriate instructional strategies such as anticipatory pre-reading of text and other SDAIE (Specially Designed Academic Instruction in English) methods. These include using clear, slow speech, using simpler vocabulary to explain grade level content, and using visual and kinesthetic instructional modes. Teachers will participate in professional development to develop the skills needed to effectively serve ELL students.

SCVi will also provide formal English Language Development instruction to identified ELL students, either during the time in which other students are studying Spanish, in a "pull-out" program during the school day, integrated within the classroom, or as a program outside of school hours. Courses may be offered in students' native language and instructional aides may provide support in the native language and/or in English as is feasible.

To ensure that the school effectively assists ELL students in a successful transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP) status, SCVi will:

- Provide instructional support in the home language (as appropriate) for students with the lowest ELD levels.
- Place ELL students in classrooms with a qualified teacher who possesses the appropriate qualifications, such as a CLAD or its equivalent.
- Provide teachers with professional development on best practices in second language acquisition so they become skilled in classroom strategies to meet the needs of ELL students.
- Ensure that instructional materials for ELL students and curriculum frameworks and standards are aligned.
- Monitor the progress of ELL students.

PLAN FOR SPECIAL EDUCATION

The developers of SCVi understand that the school has the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education. Under these laws, the school has various options on how to deliver special education and related services either as (1) arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA.

During its first year of operations, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year during which the school operates as an arm of the charter authorizer ("District") for special education purposes, the school understands that it is required to contribute an equitable share of its charter block grant funding to support district-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the district shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

Provision of Services

SCVi and the District shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). As noted below, the school anticipates that during its first year of operation, most special education services would be provided by district staff.

Child Find

The school will plan to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. The school will seek to participate in

the child find systems of the special education local plan areas (SELPA) in which its students reside. The school anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Post-matriculation in-take practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Efforts to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,
- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

Student Success Team

The school also will plan to implement a “student success team” (SST) model to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in academic classes will be referred to the SST process. Such teams will typically consist of the student’s teacher(s), a school administrator, the student’s parent/guardian (if possible), and others. The team will implement strategies within the general education setting, and the team will monitor students’ progress as new strategies are tried. If the student is still not demonstrating success after all feasible strategies have been exhausted, and if the student’s difficulty appears like it could be caused by a disability eligible for requires special education services, the student will be referred for formal assessment.

Referral and Assessment

In the event that formal interventions provided through the SST are not successful, the school would seek to secure a formal and appropriate assessment conducted by qualified staff. The school initially anticipates that these assessments would be conducted by the staff that performs such services for the district. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, the school anticipates working with appropriate district staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings.

Individualized Education Plans and Service Delivery

The school will participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school will commit to implementing all special education and related services called for by the IEP in partnership with the district and/or SELPA. SCVi will make teachers aware that is not only a moral imperative to raise the academic performance of students with special education needs, it is also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). Instructional

staff will monitor their progress throughout the year to ensure that it is on track for meeting growth goals.

Modified Inclusion Model

For students with exceptional needs for whom SCVi's distinctive educational program is determined to be appropriate and the least restrictive environment, it is SCVi's intention will be to provide special education services within a modified inclusion model.

Appropriate designated instructional services and related services are also provided, consistent with the student's Individualized Education Plan (IEP). It is the intent of SCVi to provide the continuum of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner of other public schools within the District's SELPA.

SCVi believes that students with special needs benefit educationally, socially and emotionally from the opportunity to receive services in this modified inclusion model. The school's Inclusion Specialist will work in a collaborative model with all teachers and paraprofessionals to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each student's IEP. The school understands that student progress toward the goals specified in the IEP would be monitored regularly and formally reviewed by the IEP team on at least a triennial basis.

Due Process

In the event of a due process claim to enforce provisions of applicable special education law, the school will be committed to working in cooperation with the district to the maximum extent permitted under law to respond to and defend the school and the district in the process. SCVi will be responsible for any costs SCVi incurs during due process. Refer to the MOU for further details in this event.

Section 504 Special Needs

The school understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act and that the school will be responsible for planning and implementing any such accommodations or services.

LEA Status

As noted above, the school anticipates functioning as an arm of the district for purposes of special education. The school initially intends to remain an arm of the district for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and any related annual agreements.

II. MEASURABLE STUDENT OUTCOMES AND USES OF DATA

SCVi will set rigorous, relevant and attainable academic, social, and ethical expectations for its students, and will pursue the following standards-based student outcomes:

- Students will demonstrate mastery of key grade-level California content standards in English/Language Arts, History/ Social Studies, Mathematics and Science.
- Students will demonstrate social and emotional skills, critical thinking skills and creativity.
- Students will demonstrate qualities of competent, self-motivated, “lifelong learners”

SCVi also has high standards for itself, as a school, as expressed through the following school-wide outcomes:

- At least 70% of SCVi and their parents will express satisfaction or better with their educational experiences via annual surveys.
- Meet its annual growth and performance targets for the Academic Performance Index (API) and Annual Yearly Progress (AYP).
- At least 94% attendance.
- At least 95% graduation for all seniors who have been continuously enrolled at SCVI from grades 9-12.
- WASC accreditation by the time it is serving grade 12 or earlier.
- A course of study at the high school level that will fulfill UC/CSU A-G course requirements.

Use and reporting of data

The school’s board will analyze student performance data to establish policies and make programmatic and staffing decisions that support the achievement of all students. The board will look at how well students are learning by content area and by sub-group (e.g., linguistic, ethnic, gender, as well as high and low achievers, special education students, and English learners) to identify any gaps in student achievement and ensure that appropriate corrective plans are put into place. This process will occur at least annually, so that the board monitors policies and staff performance for continual improvement of instruction.

At least annually, SCVi’s instructional staff will analyze overall and subgroup data, identify programmatic strengths and weaknesses within each content area, and put into place corrective plans to fill any gaps, adjusting professional development and curriculum accordingly. Staff will monitor progress toward identified student outcomes on an ongoing basis, analyzing student performance data before and throughout each school year to adjust instruction according to student needs. Teachers will be supported to teach using formative assessments to modify instruction in response to class-wide and individual student needs. The instructional culture of the school will be one of self-reflection and inquiry into pedagogical practices to meet the changing needs of new and existing student populations.

SCVi will be accountable to stakeholders by providing them with transparent information on student achievement; parent, student and teacher program satisfaction; financial stability; graduation and college attendance rates and information; and attendance. SCVi will share accountability information with the school community, the larger community and charter authorizer via an annual report, our website and school-wide newsletters. The school's board and staff will analyze the information gathered to make data-driven programmatic, governance and staffing decisions. Report cards will be issued on a quarterly basis and will include detailed teacher narratives.

III. METHODS OF ASSESSMENT

SCVi will use multiple assessment measures to get an accurate picture of student learning, as student learning styles and instructional methods vary greatly and no single measure tells the whole story. SCVi's methods of assessment will align with student outcomes and instructional methods. The data will not be a stand-alone summation of achievement but part of a feedback loop that is integral to teaching and learning. We use assessment methods to do the following:

- Plan learning and instruction
- Evaluate teaching strategies for continuous improvement
- Identify student's strengths, weaknesses and learning styles
- Provide students, teachers and parents with information useful in promoting learning and development

Mandated State Assessments

As is required by California law, SCVi will meet all statewide standards and conduct the state pupil assessments required pursuant to Section 60602.5, including the STAR tests and other mandated state assessments. SCVi will administer tests that are required by grade level, including the CSTs = California Standards Tests; CAT/6 Survey = California Achievement Tests, Sixth Edition Survey; Aprenda 3, and the CELDT = California English Language Development Test. STAR test results will be one of multiple assessment methods used to document and monitor student performance and assessment. API and AYP growth goals will be made clear to the faculty, and SCVi will report API and AYP data to stakeholders annually as described above.

Growth Measures: Pre- and Post-Tests

To effectively assess students' academic growth over time, SCVi will utilize value-added growth measures, including school year pre- and post-diagnostic tests. At the beginning of each academic year, SCVi will administer a diagnostic pre-test to measure each student's strengths and weaknesses in reading, mathematics and any other skill areas to be tracked. Throughout the school year, SCVi will monitor student progress using a variety of methods (described below). SCVi will administer another diagnostic post-test at the end of the year. In this manner, we will be able to assess students' initial skills upon their enrollment at the school and at the beginning of each academic year, during

key “check-in” points throughout the year, and at the end of each year to ensure that students are making progress towards SCVi’s pupil outcomes.

Classroom Assessments

SCVi will use of a range of assessment strategies including the following:

1. **Authentic assessments:** SCVi will use authentic assessments to assess skills best observed in holistic application (as opposed to discrete skills and factual knowledge that more traditional assessments are designed to assess). As described in the school’s mission and vision, SCVi seeks to develop real world skills and self-directedness that prepare students for successful careers and fulfilling lives. Authentic assessments align best with many of the learning outcomes and instructional modes associated with these goals. Possible assessments include a student-designed science experiment, a benchmark writing assignment, participation in a historical debate, complex mathematical problem solving from a real world context, or creation of a flyer to inform community members about an important social issue or program. These ‘performances’ also provide opportunities to shine, especially for students who perform better in these circumstances than in 'test' situations. Expectations will be communicated clearly to students at the start of each assignment using teacher-developed rubrics and, where possible, sample products receiving high, medium and low scores. Students will learn to use rubrics to self-assess, to describe their growth over time and to set learning goals.
2. **Publisher-developed assessments:** When textbooks are used, SCVi may choose to use diagnostics and other assessments that are part of the package. Publisher-developed assessments may also be used apart from textbooks where they provide helpful data and align well with SCVi’s student outcomes and instructional methods
3. **Teacher-developed quizzes, tests and other assessments:** Teachers will often develop curriculum from sources that don’t include pre-packaged assessments. To align with taught curriculum, teachers will often create quizzes, tests and other assessments to monitor student progress
4. **Teacher observation and narratives:** Teachers will look for evidence that relates to planned learning outcomes, that is, specific behaviors that indicates that students have developed understanding of a particular concept, has acquired or refined a particular skill. Narratives are write-ups of the evidence found.
5. **Checklists of progress:** These are simple checklist style records of the student's level of mastery of skills. They are helpful as a formative record to inform planning and teaching; and as a summative record to provide information for students, parents, and other teachers.
6. **Portfolios:** These are purposeful collections of student work that exhibit the student's efforts, progress and achievements in one or more areas. The collection includes student participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of student self-reflection. A portfolio is a storehouse that captures growth, student and teacher input; a measure of growth

that shows process as well as product and student self-assessment; a record to pass on to the next class, school and that complements teacher's judgments.

Measurable Student Outcomes and Assessment Tools

SCVi will use a combination of the assessment tools listed as appropriate to the grade level.

| Measurable Outcomes | Assessment Tools |
|--|---|
| Students will achieve proficiency in English/Language Arts | <ul style="list-style-type: none"> • California Assessment Test (CAT/6); California Standards Test (CST) • Pre- and post-diagnostics • Classroom assessments (authentic assessments, publisher tests, teacher-created tests, teacher observation and narratives, checklists of progress, portfolios) |
| Students will achieve proficiency in Mathematics | <ul style="list-style-type: none"> • CAT/6; CST • Pre- and post-diagnostics • Classroom assessments (authentic assessments, publisher tests, teacher-created tests, teacher observation and narratives, checklists of progress, portfolios) |
| Students will achieve proficiency in Science | <ul style="list-style-type: none"> • CST • Pre- and post-diagnostics • Classroom assessments (authentic assessments, publisher tests, teacher-created tests, teacher observation and narratives, checklists of progress, portfolios) |
| Students achieve proficiency in History/Social Science | <ul style="list-style-type: none"> • CST • Pre- and post-diagnostics • Classroom assessments (authentic assessments, publisher tests, teacher-created tests, teacher observation and narratives, checklists of progress, portfolios) |
| ELL students will make progress toward fluency in English | <ul style="list-style-type: none"> • California English Language Development Test (CELDT) • CAT/6 and CST • Teacher observation • Optional parent input |
| Special education students will achieve or make progress toward the learning goals in their Individualized Education Plans | <ul style="list-style-type: none"> • IEP progress and review |
| Students will demonstrate social and emotional skills | <ul style="list-style-type: none"> • Classroom assessments (authentic assessments, teacher observation and narratives, portfolios, student self-evaluation) |
| Students will demonstrate critical thinking skills and demonstrate creativity | <ul style="list-style-type: none"> • Classroom assessments (authentic assessments, teacher observation and |

| | |
|---|--|
| | narratives, portfolios) |
| Students will demonstrate qualities of competent, self-motivated, “lifelong learners” | <ul style="list-style-type: none"> Classroom assessments (authentic assessments, teacher observation and narratives, portfolios, student self-evaluation) |

Specifically, SCVI will hold the following goals for “low achieving students”:

- Score Basic, Proficient or Advanced on the CST in Math and ELA within three years of consistent attendance at SCVi.
- Use portfolio to indicate progress toward goals in Individualized Learning Plans.

Specifically, SCVi will hold the following goals for “high achieving students”:

- Score Advanced on the CST exams in Math and/or ELA.
- Use portfolio to indicate progress toward goals in Individualized Learning Plans.

IV. GOVERNANCE STRUCTURE

One of the most unique aspects of SCVi is its method of governance that substantially incorporates the students, families and teachers in a broad array of organizational functions. This approach is totally congruent with the SCVi philosophy that the learning is experiential and incorporates not only the content, but the process of the learning environment.

SCVi will be governed by a California public benefit corporation with IRS 501c3 tax-exempt status. the Board of Directors of SCVi will be the governance entity for SCVi and we will be directly funded.

SCVI is chartered by the William S. Hart School District. The Board of Directors of SCVi operates under the authority granted by its Charter Authorizer. The Board of Directors of SCVi acts as the primary governing body of the SCVi and is composed of teachers, parents, community members, and students. All decisions of the Board of Directors of SCVi shall be made by a majority vote of its members unless otherwise specified by this Charter or in Bylaws adopted by the Board of Directors of SCVi. The Board of Directors of SCVi shall conduct its business in compliance with the Brown Act and will adopt a Conflict of Interest Policy.

The Board of Directors of SCVi members for the 2008-2009 school year include:

- SCVi Lead Administrator (i.e., Principal)
- 1-2 Teacher(s)
- 1-2 Parent(s)
- 2-3 Community Member(s)

- 1 or 2 Student Representatives (9th Grade or older)
- If desired by the district, a William S. Hart School District Representative

Board of Directors of SCVi Scope of Authority and Responsibility

The Board of Directors of SCVi meets monthly or more often as needed and is charged with the overall policymaking affecting all areas of SCVi. Along with other duties, the Board of Directors of SCVi decides these issues:

- Drafting and approving all major educational and operational school policies
- Hiring of key personnel
- Developing annual goals for the school and long range plans with input from the Principal, teachers, and parent action committee
- Approving all major contracts
- Approving the school's annual budget and overseeing the school's fiscal affairs
- Evaluating the performance of the Principal via a process to be approved by the board
- Monitoring SCVi's student performance, progress toward school-wide goals, objectives, academic achievements/student progress and financial status, and assessing any need for redirection
- The Board of Directors is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the school's Charter. As a part of this responsibility, the board will submit a yearly programmatic performance review to the WHSD, including an assessment of the school's educational performance and its administrative and financial fitness. This report will also assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress
- Receiving reports from, and providing recommendations to, the Principal and staff

Use of data to establish, evaluate, and improve the education program and school policies: The Board of Directors of SCVi shall uphold the school's commitment to making data-driven decisions. The Board shall use data in carrying out the responsibilities listed in the previous section, as appropriate.

Governance Structure of SCVi

The Board of Directors, comprised of teachers, parents, and community members, will set policy, approve the budget, and ensure that the school maintains high academic standards. Board members will be selected based on their expertise and skills and their commitment to represent the school's student population and uphold the school's mission. One key to the program's success is the representation of parents and teachers on the board. Parent and teacher representation on the board is essential to ensure involvement of the school community. The remaining board seats will be filled by community members who have the desired mix of experience and expertise to ensure that the Board of Directors has the necessary skills to ensure the school's success. Threshold screening criteria for all prospective members of the Board of Directors will be a

demonstrated understanding of the mission and vision of the SCVi and an interest in serving the charter school's target student population. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and other ways to actively engage in overseeing the SCVi program.

The Board of Directors has ultimate responsibility to oversee the program to ensure the school's success; however, the SCVi Principal and teachers will carry out the day-to-day operations of the school. The Principal will be the overall site manager and will report directly to the Board of Directors and will be responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Principal to implement the educational program. The Principal will be responsible for hiring, evaluating and termination of all teaching faculty and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the Principal.

The Board of Directors, Make-Up of the Board of Directors

The board of directors will be comprised of between five and nine voting members with legal, financial, and pedagogical expertise. The bylaws will call for one-two parents and one-two teachers to sit on the Board of Directors. The school's bylaws will also permit one representative of the Board of Trustees of the WHSD to serve on the SCVi Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative will not be a district staff or board member.

Election, Term, and Removal Process for Board Member

The board members will be chosen using the following methodology:

- At a fall meeting of the parent association, parents will choose their representatives for the Board of Directors. There will be open nominations of candidates for the Board of Directors. Candidates will give brief, five-minute presentations regarding their qualifications for the position and then assembled parents will vote by secret ballot if there is more than one candidate for each opening
- Each fall, the SCVi teaching staff will vote by secret ballot to select the teacher representatives
- WHSD may appoint a member to the board of directors if it so desires
- The then-seated Board of Directors will determine the selection process for representatives from the general community with an attempt to achieve the desired mix of skills and expertise necessary to effectively govern the charter school

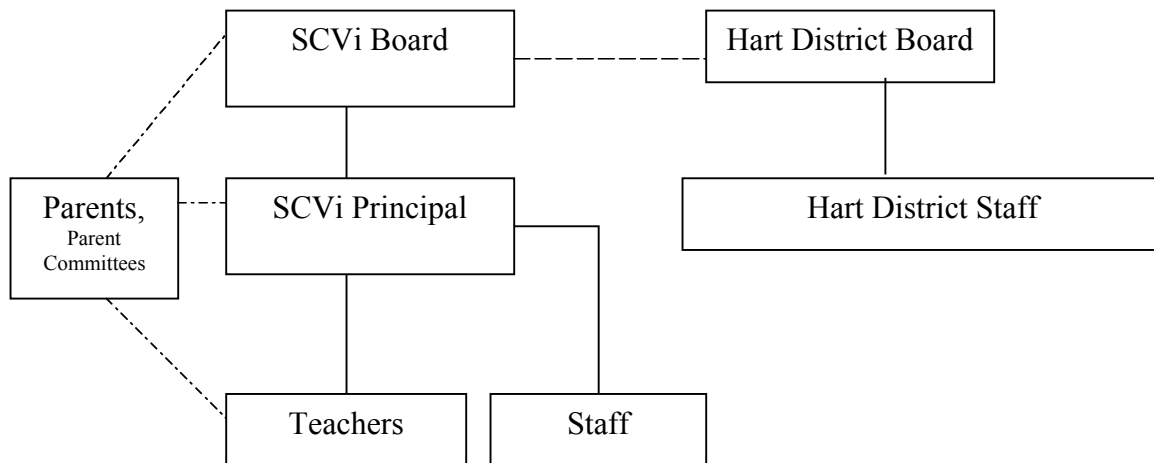
To establish continuity and sustainability for the charter school's long-term success, members of the Board of Directors will serve three years in staggered terms. To create the staggered effect, the Board of Directors in the opening year will be elected to one, two, and three-year terms.

SCVi board members or other members of the SCVi community may recommend the removal of a board member pursuant to the Board of Directors’ removal policy and procedure that will be set forth in the school’s bylaws.

Structure of the Board

The Board of Directors will meet routinely. (Expulsion hearings and other confidential governance matters will be held in closed session, unless open session is requested by the parent of the child in question, according to current law). The board will appoint a member as chairperson, and others as secretary and treasurer (Chief Financial Officer). The secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. Two weeks before each board meeting, the secretary will send out a request for agenda items. The school’s Principal and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the chairperson. The agenda for a board meeting will be emailed to all Board of Directors members prior to the meeting. The agenda may also be posted on the school website and in hard copy on the community bulletin board at the school site. The treasurer will be responsible for overseeing the fiscal situation of the charter school, and will provide guidance to the school’s primary fiscal employee to ensure that SCVi is operating in a fiscally solvent manner.

The following is an outline of the proposed governance structure of SCVi:



Bylaws

A set of bylaws, reflecting the governance structure described herein, is being drafted by a committee of elected board members, who will submit the bylaws to the full Board of Directors for consideration and approval. The WHSD will approve any material changes from governance structure described in this charter.

Board Training and Sustainability

SCVi will be committed to continuous improvement and on-going training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the Board will seek appropriate training and educational opportunities, both as a full Board and individually. Such training experiences may include full-board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. Training and education for new Board members will also be critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members will go through an initial orientation and will be given a stipend to attend supplemental training sessions in areas of school oversight where they are deficient. The school will maintain in effect general liability and board errors and omissions insurance policies.

Associated Student Body

The Associated Student Body will be an after school class in which students may enroll that takes on the executive functions of the community of students. All students are encouraged to join. This group meets as needed (about one to two times per month) and works very closely with the Teacher Leadership Team. The students that will be actively participating will be 7th grade and older.

The Teacher Leadership Team is primarily charged with implementing proposals passed by the ASB. This may include codifying recommended changes in the Student Rule Book, enforcing rules in the community, and coordinating school activities. Many functions such as coordinating field trips, meetings, and other facilitative and communication roles are best accomplished by ASB because they provide opportunities for students to engage in self-management and organization of their own learning community starting in grade 7.

Overall Governance

The governance of SCVi will be uniquely constituted to maximize the role of the students in self-management and governance. We are strongly emphasizing students in governance because our school includes youth who are at that time in their lives that self-determination within a guiding system of law and community relationships is much more important to learn than a system that is devised and imposed by adults – whether they be parents or educators.

However, because no community has full self-determination and must be subjected to the laws of the broader community – whether that is national or international law – we make sure that our students understand that their self-determination, while real, is limited by the regulations and laws that govern the larger community of which we are part.

Volunteers

All volunteers must have a clear TB test on file with the school and must undergo a background check if they will be the only adult with children. The charter school is

responsible for screening of volunteers for the protection of students, including fingerprinting and criminal background checks. Registered sex offenders under Penal Code section 290 may not serve as volunteers on campus or anywhere or at anytime students are present. Volunteers working on campus or when students are present who will be unsupervised by certificated personnel at any time must submit to a criminal background check pursuant to Education Code 45125. All volunteers who work on campus during school hours must have a current TB test on file with the charter school.

Special Education Governance

The SCVi and the WHSD will pledge to work in cooperation to ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services.

During its first year of operations, the SCVi intends to function as a public school of the WHSD for purposes of providing special education and related service pursuant to Education Code Section 47641(b). The SCVi and the district shall annually, and in good faith, negotiate and enter into a written agreement, via a memorandum of understanding or annual operational agreement, to clearly specify the desired mix of special education funding and services to be provided and to detail the specific terms of such services and funding.

V. HUMAN RESOURCES

QUALIFICATION OF SCHOOL EMPLOYEES

SCVi will adhere to the No Child Left Behind (NCLB) requirements with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(1). Teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. As specified in NCLB, as applicable to charter schools, SCVi will have flexibility regarding the qualifications needed for teachers in non-core subject areas. In order to ensure implementation of the school's mission and educational philosophy, preference will be given to teachers who have experience designing and implementing a curriculum aligned to state standards.

Teachers

The SCVi will employ a teaching staff who holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the "core" academic and college preparatory classes of mathematics, language arts, science, history /social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a CLAD credential.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the SCVi team to ensure continuous improvement for students, staff and SCVi community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

The SCVi may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core or non-college preparatory courses and activities.

Principal

The Principal is the primary administrator of the charter school's program. In this role, the Principal must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The Principal will possess the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the SCVi academic program
- The ability to implement program initiatives through appropriate professional development for staff

- The ability to lead effectively within a team environment;
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
- The ability to implement a shared decision making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff
- Ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school-based staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to work well with the school governing board
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred but not required)

- Professional Administrative Credential and/or Masters Degree in Education or equivalent;
- At least 5 years experience in the education field;
- Management, administrative and instructional expertise
- Curriculum implementation expertise
- Experience with school budgets
- Willingness to learn about charter school leadership

Support Staff

The school will seek administrative and operational staff that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

SCVi may hire or contract other instructors for non-core, non-college preparatory classes who will work directly with students under the supervision of certificated personnel. Specifically we expect to utilize community members drawn from local businesses, professional associations, colleges, and other groups. These individuals will teach specific subjects, engage students in work-based learning, mentor students, provide technical support related to technology, governance, evaluation, and program outcome measures. These instructors and adult participants will be required to have the requisite qualifications to perform the duties for which they are responsible, but may not hold teaching certificates.

COMPENSATION AND BENEFITS

For retirement benefits, SCVi currently anticipates that it will offer STRS to its certificated staff and a 403b plan in conjunction with Social Security for the rest of its non-certificated full-time staff, see attached financial plan.

Non-certificated staff at SCVi will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies. SCVi retains the option for its board of directors to choose to participate in California's State Teacher Retirement System (STRS), Public Employees Retirements System (PERS) or Social Security depending upon employee eligibility and what the board determines is in the best interest of the staff and the school as a whole. SCVi will participate in Social Security as required by law. If the board chooses STRS in accordance with Education Code Section 47611.3, the county shall create any reports required by STRS. At the county's request, the school shall pay the county a reasonable fee for the provision of such services.

Regarding salary levels, SCVi does not anticipate adopting a formal salary schedule. Although SCVi does not plan to use a formal salary schedule, SCVi recognizes that many of our teachers and staff members might also be considering positions in surrounding school districts. SCVi will therefore seek salary levels similar to the general salary levels being offered by these surrounding districts. Additional salary increases and bonus compensation may be provided to individual employees for their contribution to school and student success. We are also prepared to offer individual candidates higher compensation than they would receive from local districts if this is necessary to attract high quality candidates to our program. This philosophy is reflected in the attached financial plan.

The Principal, with approval from the SCVi board, will have the authority to determine the salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees that will allow SCVi to attract and retain the caliber of employees necessary for SCVi's success.

RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Those members of the charter school staff who leave employment in WHSD to work at SCVi shall not have any right to return to employment within the WHSD without prior consent by the WHSD.

Employees of SCVi who were not previous employees of the WHSD will not become employees of the WHSD and will not have the right to employment within the district upon leaving the employment of the charter school.

Upon dismissal from the charter school no previous WHSD employee may return to the district for employment without the prior written consent of the WHSD.

WHSD employees cannot be required to work at SCVi, nor can the district require the charter school to hire district non-certificated, certificated, or confidential employees, with the exception of district employees provided to the charter school as part of the administrative services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding.

Charter school employees are not subject to district transfers without written consent of that employee.

The charter school shall adopt comprehensive personnel policies and procedures, approved by the charter school board of directors that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The charter school Principal and Principal will resolve complaints and grievances and will administer any personnel discipline, with the assistance of the district when necessary, in accordance with these policies. Disputes over personnel discipline will not be covered by the charter school dispute resolution process, and instead, will be resolved through the personnel policies and procedures.

Employees of SCVi will have the right to return to employment in other settings within the district if they leave the SCVi. The collective bargaining contracts of the William S. Hart School will be controlling as to whether and how Charter School staff may carry over sick/vacation leave if allowed to resume former employment within the William S. Hart School District, if applicable. Collective bargaining contracts of the William S. Hart School District will be controlling as to whether and how Charter School staff may continue to earn service (tenure) with the William S. Hart School District while at Charter School, if applicable.

Employee Representation

SCVi will be considered the exclusive public school employer for the purposes of the Educational Employment Relations Act. Under the EERA, SCVi employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative. These matters

may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of teaching hours per day, and work rules (including required breaks).

Health and Safety

Prior to commencing instruction, SCVi will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students.
- Policies and procedures for school wide training to respond to natural disasters and emergencies, including fires and earthquakes (Disaster Plan). This Disaster Plan will be appropriate to the school site.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard.
- Policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties, and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. The school will comply with the provisions of the California Education Code, Section 44237.
- Policies requiring that every female student in grade 7 and every male student in grade 8 shall be screened for scoliosis. The screening shall be in accordance with standards established by the State Department of Education. Policies detailing how SCVi will test each student's vision and hearing upon first enrollment in the school and at least every third year thereafter until the student has completed the eighth grade.

Health and Safety issues will be dealt with in accordance with SCVi Board Policies. These policies will be incorporated as appropriate into the student and staff handbook and reviewed on a regular basis.

DISPUTE RESOLUTION

Disputes between the Charter School and the District

In the event that the charter school and the district have disputes regarding the terms of this charter or any other issue regarding the charter school, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the district, the staff and Board of Directors members of the school and district agree to first frame the issue in written format and refer the issue to the district superintendent, or his/her designee, and the charter school Principal. In the event that the district superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The charter school Principal and the district superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. 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 of the district and the Principal of the charter school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the Principal shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly. The superintendent and Principal shall incorporate informal rules of evidence and procedure into the arbitration format unless both parties agree otherwise. The charter school and the school district shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

Oversight, Reporting, Revocation, and Renewal

The WHSD Board may inspect or observe any part of the charter school at any time. With only occasional exceptions, the district will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. If the Board of Education of the WHSD believes it has cause to revoke this charter, the board agrees to notify the charter school Board of Directors in writing, noting the specific reasonable time to respond to the notice and take corrective action. SCVi understands and accepts that the Board of WHSD may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that WHSD has given SCVi prior notice of any grounds for revocation and reasonable opportunity to cure such violation, unless the district determines, in writing, that the violation constitutes a 'severe and imminent threat to the health or safety of pupils' (EC 47607d). SCVi agrees to respond promptly to all reasonable inquiries, including inquiries regarding its financial records.

The board of the WHSD agrees to receive and review the annual fiscal and programmatic performance review and annual audit. Within two months of the receipt of this review, the district must notify the Board of Directors of the charter school if it considers the charter school to not be making satisfactory progress relative to the goals specified in the

charter. This annual notification will include the specific reasons for the district's conclusions.

SCVi resolves all internal complaints and disputes by a majority vote of the Board of Directors of SCVi, if necessary.

Internal Disputes

SCVi's internal Dispute Resolution Process will be reviewed annually by the governing board and will embrace the use of conflict resolution techniques. Decisions regarding the process will be based on a goal that the procedures be seen as fair, specific and supported by the school community. The purpose of SCVi's internal Dispute Resolution Process is to have all members of the school community resolve conflicts within the structures of the school. SCVi will implement the Dispute Resolution Process described in the following steps and will provide all members of the school community with a copy of the same. Everyone in the school community will sign a statement acknowledging their intent to use the Dispute Resolution Process-in resolving conflicts.

- **All**: Each member of the school community should first attempt to resolve the conflict with the person or persons directly involved or affected by the issue. The final school-level appeal is the director; the final level of appeal is the school's governing board. Intermediate levels of conflict resolution are outlined below.
- **Students**: If there is a conflict between students and direct discussion cannot resolve the conflict, students will be expected to follow the conflict resolution techniques taught in the classrooms and on the playground through real-life situation, role-playing and/or discussions. The conflict resolution structure asks students to be responsible for their own choices, and gives students various choices to act upon when in a conflict. These choices range from walking away from a situation, talking it over with his/her peer, actively listening to the other student(s), and/or reaching a consensus amongst the students. Staff will incorporate these techniques into problem-solving situations as a regular practice. If students are unable to resolve the conflict they will be expected to ask a teacher for assistance in resolving the conflict. If the teacher is unable to resolve the conflict, the Assistant Director will facilitate a dispute resolution process.
- **Staff**: If there is a conflict between staff and staff members are unsuccessful in resolving the conflict, the director will facilitate a formal mediation. If the conflict involves the director, staff will request a dispute resolution process through the personnel committee of the governing board.
- **Parents**: If a parent has a conflict, the parent should contact the director for assistance in resolving the conflict. If the conflict involves the director, the parent should request a formal mediation through the personnel committee of the governing board.

- **Board Members:** If a board member has a conflict, and the board member is unable to resolve it, the board member may request a dispute resolution process through the entire governing board.
- **Independent Contractors:** If an independent contractor has a conflict, the individual should contact the director for assistance in resolving the conflict. If the conflict involves the director, the individual should request a dispute resolution process through the personnel committee of the governing board.

In the event that the Los Angeles County Board of Education receives a complaint directly regarding the school's operations, the LACOE agrees to refer said complaint to the director for resolution in accordance with the steps outlined above, unless otherwise prohibited by law (e.g. child abuse reporting).

Timeline for Final Appeal to Board of Directors of SCVi's

The party initiating the appeal must submit a written request for governing board review to the board chair within (5) five business days of the final school-level decision. The governing board will hear the appeal at the next scheduled regular meeting, unless the board chair determines that the urgency of the issues necessitate that a special meeting be called to hear the appeal. All confidential issues will be heard in closed session, in accordance with the Brown Act.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

STUDENTS ADMISSION POLICIES AND PROCEDURES

Admission Requirements

Statement of Nondiscrimination Acceptance Policy:

SCVi shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. [Ref. California Education Code §47605(d)(1). SCVi is open to all students in California who are eligible to be enrolled in grades Kindergarten through 12 .

If the number of students requesting admission to a particular grade exceeds the number of spaces currently available for admission to that grade, preference will be given to the groups or classes of students listed below and attendance will be determined by a public random lottery.

No Admission Testing

Post matriculation, SCVi will hold a grade-level knowledge-based examination, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level or simply need a little extra help will be asked to attend summer and after school programs designed to remediate any deficiencies.

Application and Enrollment Process

The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

SCVi will develop a standardized application form required of all prospective students. Included with the application form will be an information sheet detailing the educational philosophy, discipline policy, and parent participation plan of the SCVi. Parents/legal guardians must sign the application form and will be encouraged to sign the information sheet signifying that they agree to sign a binding contract to abide by those policies should their child be admitted to the school.

Timeline for first year of operation

Applications for admission will be made available in March of our first year and will be due by the third Friday in April. The school will hold at least three parent information meetings between January and April so parents can learn more about the school before they apply.

Timeline for subsequent years of operation

Applications for admission will be made available in December of the previous year and will be due by the third Friday in March. The school will hold at least three parent information meetings between January and March so parents can learn more about the school before they apply.

The Lottery and Priority Admissions

If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade will be filled by random lottery. This lottery will be held in a public setting. Drawings will be held on a grade by grade basis to fill the available slots per grade. All applicants to a grade will have their name randomly drawn. Those students who have their name drawn after the number of admission slots to that grade have been filled will be placed on an admissions waiting list for that grade in the order that they were drawn.

This lottery will take place during the last week in March (the lottery for opening year 2008 will be May 05, 2008). The lottery will be conducted with the following admissions preferences being given in the following order:

- Returning students from prior year
- Siblings of existing or admitted students
- Students who reside within the William S. Hart School District, as required by state law
- All others

After admission but prior to enrollment, the following must occur:

- Parents are strongly encouraged to attend a parent orientation.
- Registration packets must be submitted by the date required in the registration packet, including proof of immunizations and physical examination.
- The registration packet shall include authorization for the school to request and receive student records from schools the student has attended or is currently attending.
- The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child.
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided.
- A copy of any existing Individual Education Program (IEP) for the student shall be provided.
- Required procedures for the transfer of program between SELPAs shall be followed as applicable.

NON-DISCRIMINATION

Method for Achieving Racial and Ethnic Balance

In order to ensure a fair enrollment policy and a demographically diverse student body, SCVi is developing an aggressive outreach and marketing system and a lottery system that randomly selects learners from among all new applicants if the number of applicants exceeds the capacity of the school. We market to all Santa Clarita Valley residents to try to achieve a racial and socioeconomic balance that is reflective of the general population residing within the region as a whole.

The Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflective of the WHSD:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district; including materials

in languages other than English to appeal to limited English proficient populations.

- Targeted meetings in multiple communities to reach prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- A random selection process will be used each school year and a ranked waiting list created to fill openings as they occur.

Because we seek a targeted student population whose families may not be reachable by traditional means, SCVi plans to utilize direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in the area. SCVi also may use bus stop signage and church and community group bulletin boards in an effort to tailor outreach efforts to a diversity of students/families.

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Public School Alternatives for Students Who Do Not Choose the Charter School

No student will be required to attend SCVi and all William S. Hart School District students will have the alternative of attending their school district school of residence or seeking an inter-district transfer pursuant to applicable laws, regulations, and school district policies. Parents/guardians of applicants will be informed that learners have no right to admission in a particular school in any district as a consequence of enrollment in the Charter School.

SUSPENSION/EXPULSION PROCEDURES

This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, SCVi will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

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 the charter school property.

The charter school Principal shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

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

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individualized Educational Plan (IEP) mandates additional or different procedures for that student. SCVi will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at Charter School or at any other school: (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. A SCVi student *shall be* recommended for suspension or expulsion for the following acts:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the charter school Head of School or designee's concurrence.
- Unlawfully possessed, used sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 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.

- Committed or attempted to commit a sexual assault as defined in Penal code section 261, 266c, 286, 288, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.
- Made terrorist threats against school officials and /or school property.
- Committed sexual harassment as defined in Education code Section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233. (e)

A SCVi student *may be* recommended for suspension or expulsion for the following acts:

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code sections 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisor, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- 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.
- 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.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent 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.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference:

Suspension shall be preceded by an informal conference conducted by the charter school Principal or designee with the student and whenever practicable, the

teacher, supervisor or school employee who referred the student to the charter school Principal.

The conference may be omitted if the charter school 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 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.

Notice to Parents/Guardians:

At the time of the suspension, a charter school employee 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. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Authority to Expel

Only the charter school Board of Directors upon the recommendation of the expulsion panel may expel a student. The Board of Directors may expel any student found to have committed an expellable offense(s) listed above in the “Grounds for Suspension and Expulsion.”

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school Board of Directors finds that the student committed the expellable offense and that at least one of the following findings may be substantiated:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the charter school Principal or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

The hearing will be presided over by the charter school Principal who will make a recommendation to the expulsion panel.

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. The notice shall include:

- The date and place of the hearing;
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- A copy of charter school's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status in charter school to any other district in which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

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.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, 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 expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school Board of Directors which will make a final determination regarding the expulsion.

Written Notice to Expel

The charter school Principal or designee following a decision of the charter school Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student from the acts listed in “Grounds for Suspension and Expulsion” above
- Notice of the right to appeal the expulsion
- 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 charter school Principal or designee shall send written notice of the decision to expel to the Student’s district of residence and the district office of Education. This notice shall include the following:

- The student’s name
- The specific offense committed by the student for any of the acts listed in “Grounds for Suspension or Expulsion” above.

Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY BUDGETS

Audits

The SCVi board of directors will form an audit committee to oversee selection of an independent auditor and the completion of an annual audit of the school’s financial affairs. The members of the audit committee will not have a direct, personal financial stake in matters audited.

Each audit shall be made by a certified public accountant selected from the directory of certified public accountants designated by the State Controller’s Office as active to conduct audits of local education agencies. This auditor will have experience with audits of educational entities and education finance, preferably with charter schools. The scope of the audit will include all elements mandated by the Audit Guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and will verify the accuracy of the school’s financial statements, average daily attendance and enrollment accounting practices, and review the school’s internal controls. By December 15th of each year, the annual audit will be completed and a copy of the auditor’s findings will be forwarded to the charter-granting agency, the county superintendent of schools, the State Controller, and the Superintendent of Public Instruction.

The school’s audit committee will review any audit exceptions or deficiencies and report to the school’s board of directors with recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and

deficiencies have been or will be resolved. In addition, the school and the charter granting agency will consider an audit exception or deficiency to be resolved once the auditor considers the item resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process as outlined in this charter.

Internal Controls

SCVi will implement a comprehensive and sound fiscal management system, including internal control objectives and activities. The goals of this system are to:

- ensure effectiveness and efficiency in the school's operations
- guard against fraudulent activity and misuse of school funds
- ensure fiscally prudent planning and spending and legal and regulatory compliance

Primary internal control components and activities will include the following:

- an operational environment that emphasizes sound management ethics, accountability and professionalism, while identifying and mitigating conflicts-of-interest
- on-going assessment of potential risks and adaptation of internal controls procedures to mitigate them
- a comprehensive range of preventive and detective control activities, such as appropriate authorization of transactions, segregating key fiduciary duties, safeguarding physical assets, performance reviews, and multiple levels and methods of financial transaction oversight
- on-going monitoring of internal controls via internal reviews and external audits

Budget and Financial Reporting Schedule

SCVi will annually prepare and submit to WHSD:

- On or before July 1st, a final budget
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st
- On or before September 15th, a final unaudited financial report for the prior full fiscal year

Other Financial Reports

SCVi will implement an attendance recording and accounting system which complies with state law.

SCVi anticipates applying for the Charter School Revolving Loan Fund. If it does so, SCVi understands that it must comply with Education Code section 41365 if it receives funds.

SCVi will be a directly funded charter school. SCVi anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

SCVi will provide the following reports that are required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

VIII. INSURANCE AND INDEMNIFICATION

Insurance

WHSD shall not be required to provide coverage to SCVi under any of the district's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect SCVi from claims which may arise from its operations. The following insurance policies are required:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect SCVi from claims under Workers' Compensation Acts, which may arise from its operations.
- General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the WHSD and the Board of Education of WHSD as additionally insured.
- Fidelity Bond coverage shall be maintained by SCVi to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Insurance Certificates

SCVi shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the district. Facsimile or reproduced signatures are not acceptable. The district reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should SCVi deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the district and its purchase shall be the responsibility of the charter school.

Indemnification

With respect to its operations under this charter, SCVi shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the district, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of SCVi or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the district, its officers, directors and employees. The district shall be named as an additional insured under all insurance carried on behalf of SCVi as outlined above.

With respect to its operations under this charter, the district shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend SCVi, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the district or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of SCVi, its officers, directors and employees.

IX. SCHOOL LOCATION

SCVi has identified several potential school sites, the first one is at 26640 Bouquet Canyon Road, Saugus, CA 91350. This is an approximately 4,000 square foot , centrally located, stucco style facility with 6 classrooms and a grassy area. There is a kitchen and break room and this facility is currently being used by a private learning center that caters to approximately 100 homeschoolers and will be vacated at the end of the 2007/08 school year. Additionally, it was rented to a charter school for several years until 2006 . SCVi has also identified three other sites that it might use alternatively or in the future as the school expands from its first year size to its full capacity. These other three sites are: 28049 Smyth Drive, Valencia (a 5,000 sq. ft. facility, previously Sierra School), 26330 Citrus St., Valencia (a 15,000 sq. ft. facility that may be subdivided for our use), and lot at the end of Poe Parkway, Stevenson Ranch, CA 91381 (a vacant lot upon which we may site portables and previously was used for the North Campus of Stevenson Ranch Elementary).

No matter which facility SCVi secures, the charter school anticipates being responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs.

The petitioners believe that SVCi's short term facility impact on the WHSD will be minimal because the charter school intends to secure its own facility next year independent of the WHSD.

Transportation

Transportation to and from school will be each family's responsibility. During field trips, volunteer families will drive students to and from proposed destinations. All families that volunteer to drive for class field trips will have appropriate insurance as dictated by the Board of Directors of SCVi.

X. SCHOOL CLOSURE PROCEDURES

If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the County Office of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- 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.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, “Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) (“school corporation”). If in connection with the closure, the Board determines that it will dissolve the school corporation (“Dissolution”), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law (“Law”) including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation’s assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation’s Articles of Incorporation.

XI. IMPACT ON THE CHARTER AUTHORIZER

This section is intended to satisfy the requirement of *Education Code section 47605(g)* that the charter school provide the school district with a district impact statement. This section provides information regarding the proposed operation and potential effects of SCVi on the WHSD. It is intended to assist the WHSD in understanding how SCVi may affect the WHSD but it is not intended to govern the relationship of the school and

WHSD. Further details regarding the relationship between SCVi and WHSD will be detailed in an annual memorandum of understanding between the charter school and the district.

Administrative Services

The SCVi will be constituted as a California Public Benefit Corporation and will be governed by a board of directors as described above. A school Principal will enjoy lead responsibility for administering the school under policies adopted by the school's Board of Directors. The school anticipates that it will provide most of its own administrative services independent of the WHSD. These include financial management, personnel, and instructional program development. If SCVi desires to purchase any administrative services from WHSD, SCVi will seek to define the specific terms and cost for any such services in an annual memorandum of understanding with the WHSD. In addition, WHSD will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

Facilities

SCVi has identified several potential school sites, the first one is at 26640 Bouquet Canyon Road, Saugus, CA 91350-2355 This is an approximately 4,000 square foot , centrally located, stucco style facility with 6 classrooms and a grassy area. There is a kitchen and break room and this facility is currently being used by a private learning center that caters to approximately 100 homeschoolers and will be vacated at the end of the 2007/08 school year. Additionally it was rented to a charter school for several years until 2006. SCVi has also identified three other sites that it might use alternatively or in the future as the school expands from its first year size to its full capacity. These other three sites are: 28049 Smyth Drive, Valencia (a 5,000 sq. ft. facility, previously Sierra School), 26330 Citrus St., Valencia (a 15,000 sq. ft. facility that may be subdivided for our use), and lot at the end of Poe Parkway, Stevenson Ranch, CA 91381 (a vacant lot upon which we may site portables and previously was used for the North Campus of Stevenson Ranch Elementary).

No matter which facility SCVi secures, the charter school anticipates being responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs.

The petitioners believe that SCVi's short term facility impact on the WHSD will be minimal because the charter school intends to secure its own facility next year independent of the WHSD.

Civil Liability

The SCVi will be formed as a California public benefit corporation with IRS 501c3 tax exemption status. As such, the school's founders presume that the WHSD will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). In the event that the WHSD does not complete its responsibilities for charter school oversight under the Charter Schools Act, the WHSD may expose itself to

liability. The school intends to purchase liability and property insurance as outlined above to protect the school's assets, staff, Board of Directors members, and, where appropriate WHSD personnel.

XII. ADDITIONAL CLAUSES

Term

The term of this Charter shall be 1st of July 2008 through the 30th June 2013. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Revisions

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the WHSD board of trustees and the SCVi Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of SCVi and WHSD. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Miscellaneous

The WHSD and the charter school shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the district and the charter school.

The MOU shall include, but not be limited to the following:

Services to be purchased by the charter school from the district, and the fee schedule for such services, transportation and food services to be provided by the district, if any, special education services and funding formulas, hold harmless indemnification, if required by the district, cash advances to handle cash flow issues, if necessary, charter school's receipt of mandated cost reimbursement, fiscal reporting requirements to the state, either independently or through the district, and district support for the charter school in seeking additional funding.

The charter school may procure administrative services from the district, including site budgeting, instructional programs, development, custodial services, and food services accounting, payroll and purchasing services and some degree of personnel support. Specific terms of most of these services should be covered by the memorandum of understanding. The district will also be expected to provide oversight and performance monitoring services, including the monitoring of school and student performance data,

reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

This MOU will delineate the liability of WHSD if SCVi should default. As a nonprofit organization, SCVi anticipates that WHSD's liability will be minimal as long as the district performs its oversight functions, according to law.

SCVi reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

Communication

All official communication between the charter school and the WHSD will be sent via first class mail or other appropriate means to the Charter School Principal and the Superintendent of the district.

Assurances

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for SCVi to be located in the Santa Clarita Valley is true to the best of my knowledge and belief; I also certify that this application 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 school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)].*
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Act (Chapter 10.7 commencing with §3540) of Division 4 of Title 1 of the Government Code. *[Ref. California Education Code §47605(b)(5)(O)].*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[California Education Code §47605(d)(1)].*
4. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)].*
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)].*

6. SCVi shall be nonsectarian in its program, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in the Education Code Section 220, including but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. *[Ref. California Education Code §47605(d)(1)]*
7. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 commencing with §3540) of Division 4 of Title 1 of the Government Code. *[Ref. California Education §47605(b)(5)(O)]*. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605(d)(1)]*
8. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
9. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*
10. SCVI shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in the Education Code Section 220, including but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. *[Ref. California Education Code §47605(d)(1)]*
11. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
12. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
13. Will ensure that teachers in the 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 non-core, non-college preparatory teachers. *[Ref. California Education Code §47605(l)]*
14. Will at all times maintain all necessary and appropriate insurance coverage.
15. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Authorized Representative's Signature

Date