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**SLVUSD CHARTER SCHOOL**

**PRESENTED FOR SPONSORSHIP CONSIDERATION FOR RENEWAL**

**TO**

**San Lorenzo Valley Unified School District Governing Board**

325 Marion Avenue  
Ben Lomond, California 95005

Prepared in compliance with the terms, conditions, and requirements of  
**EC 47605 and related statutes and as amended - The Charter School Act**

**November 2005**

**(A) Administrative Services:**

Administrative functions such as personnel, accounting and payroll services have been provided to the SLVUSD Charter School by the San Lorenzo Valley Unified School District since the SLVUSD Charter School's inception. The SLVUSD Charter School pays the district for these services through the use of an agreed upon formula. This process has worked well for the Charter School since the District, which has been in operation since 1952, demonstratively has the expertise to provide the required level of administrative services to the SLVUSD Charter School.

For example, the District administers payroll and personnel matters for approximately 400 non-charter employees and maintains excellent relations with its two bargaining units (SLVTA for certificated teachers and SEIU for classified employees). The District also maintains good accounting practices as evidenced by timely submission of required local and state financial reports and "clean" audits from independent auditors. In addition, District payroll and accounting practices are overseen by the Santa Cruz County Office of Education since the County Office processes payroll and officially maintains the accounting records of the District.

SLVUSD Charter School contracts require a District signature to be valid. The District therefore reviews and approves SLVUSD Charter School contracts based on adherence to standard school district contractual regulations. These regulations include an awareness of bid limits and procedures and the necessity for obtaining quotes when below bid limits. These practices are in place to secure the lowest price available for a given contract.

**(B) Financial Administration:**

*See Appendix A – Multi-Year Projection*

**(C) Insurance:**

The District maintains all pertinent insurance required for a school district of its size. The SLVUSD Charter School is covered under these District insurance policies. Specifically, the District maintains property and liability insurance through the Southern Peninsula Regional Insurance Group Joint Powers Authority (JPA) and the SLVUSD Charter School is specifically listed as a covered school. The District maintains workers compensation insurance through the San Benito/Santa Cruz County Schools Insurance Group JPA and Health and Welfare insurance through the Santa Cruz County Schools Health Insurance Group JPA. The SLVUSD Charter School is covered under these insurance policies by virtue of their status as District employees.

The SLVUSD Charter School pays health and welfare and workers compensation insurance expenditures directly from the Charter School budget. Property and liability insurance expenditures are paid in the District general fund budget and charged back to the SLVUSD Charter School as a support charge owed the District. The District budgets all SLVUSD Charter School insurance expenditures for the Charter.

**(D) Facilities:**

The SLVUSD Charter is provided facilities for those programs that operate within the district boundaries.

The current facilities are:

| <b>TITLE</b> | <b>PROGRAM</b>                   | <b>LOCATION</b>                    | <b>SIZE</b>  | <b>TYPE</b>    |
|--------------|----------------------------------|------------------------------------|--|----------------|
| I            | SLV Homeschool Charter 25        | 325 Marion Avenue<br>Ben Lomond    | 3 classrooms   | District owned |
| II           | White Oak High School Charter 25 | 305 Marion Avenue<br>Ben Lomond    | Self-contained facility with 4 classrooms, foyer, 2 offices, library | District owned |
| III          | Boulder Creek Homeschool         | 400 Lomond Street<br>Boulder Creek | 1 classroom  | District owned |
| IV           | Fall Creek Homeschool (Ludlow)   | 7101 Highway 9<br>Felton           | Self contained facility with 1 classroom, office space, shared foyer | District owned |
| VI           | SLVJH Homeschool                 | 7179 Highway 9<br>Felton           | 1 classroom  | District owned |
| VIII         | Coast Redwood High School        | 7105 Highway 9<br>Felton           | 2 classrooms   | District owned |
| XII          | Nature Academy                   | 7179 Highway 9<br>Felton           | 2 classrooms   | District owned |

Programs that operate outside the district boundaries are provided support in the acquisition and facilitation of facility purchases, leases, and rentals. The cost of such facilities are to be paid for directly from the individual program's operating budget. The current facilities are:

| <b>TITLE</b> | <b>PROGRAM</b>  | <b>LOCATION</b>                               | <b>SIZE</b>                   | <b>TYPE</b> |
|--------------|---|---|-------------------------------|-------------|
| VII          | Big Sur Charter School                                    | P.O. Box 138<br>Big Sur                       | Office space/Resource Library | Leased      |
| IX           | Monterey Bay Charter School<br>final year 2005-06 AB 1994 | 1004 David Avenue<br>Bldg. B<br>Pacific Grove | 2 Offices<br>10 classrooms    | Leased      |

The SLVUSD Charter School Director of Alternative Education is responsible for managing all aspects of the SLVUSD Charter School. The Director has successfully utilized the services of the District in curriculum and instruction, assessment, and finance and business management for the SLVUSD Charter School.

Curriculum and instruction, assessment, finance and business management services have been provided to the SLVUSD Charter School by the San Lorenzo Valley Unified School District since the SLVUSD Charter School's inception. This practice will be continued for the duration of the SLVUSD Charter

School operations. The District, which has been in operation since 1952, demonstratively has the expertise to provide the required level of administrative services to the SLVUSD Charter School.

- **Personnel Information**

*See Appendix B – Personnel Background*

**(1) The description of the educational program of the school, as required by Education Code section 47605(b)(5)(A), at a minimum:**

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

Our vision is that a school program can create an environment which is rich in educational opportunities: stimulating, challenging, and flexible in its response to individual needs.

Our belief is that human infants and young children show themselves to be highly motivated, competent uncompromising learners.

Our hope is to create school programs in which this innate love of learning will never be lost. Instead, it will be encouraged, honored, and significantly enhanced; creating, thereby, lifelong learners.

Our Charter contains and consists of various programs within the SLVUSD Charter. The Charter is an alternative education center serving as an umbrella for current programs, as well as for other charter programs the district may establish and maintain in the future. The main body of the Charter document describes elements which are common to all charter programs under the SLVUSD Charter while separate "Title Documents" which follow the main body of the Charter will describe Charter elements which will correspond to individual charter programs. See Title Documents for this information.

Our educational approaches will be focused by our concept of what it means to be an educated person in the 21st century. An educated person is one:

- a) for whom learning has become a life-long passion; such learning being motivated by deep interest, involvement and understanding from within one's own mind and soul.
- b) who experiences a well-rounded education, including liberal arts and scientific process:
  - (1) who understands and has enthusiasm for the natural world and our place in it.
  - (2) who has a willingness to participate actively in the present functioning and future direction of our nation and our planet.
  - (3) who is open to analytical thinking, deductive problem solving, concentration and focus.
  - (4) who has a familiarity with practical skills.
  - (5) who is able to form original images - because in a rapidly changing world such creativity is the driving force of intelligent change and adaptability.

- c) for whom growing self-knowledge is recognized as essential to enhance the quality of one's life. Such a person will seek biological, emotional, and psychological awareness, will know how to communicate effectively, and will understand how human relationships function in families, in situations and society. From such a base can emanate compassion and concern for oneself and others; the courage to question authority intelligently; and the freedom to envision creative solutions to problems. Such a person has faith in herself, and manifests the process of individuation.

Based on our collective experiences we idealize school programs which can provide encouragement for each child's learning in the following ways:

- (1) The program's functional units are small, in order to provide a family-like environment that supports individuation. When students are first accepted for who they are, by adults who understand the varying growth rates of children, these students can be presented with lessons which harmonize with their readiness for learning. Because learning occurs best when one feels secure, we will strive for the following characteristics in our learning environment: that it be non-threatening; that it incorporate play and trial and error situations; that it be free of humiliation; ideally, that students can learn voluntarily what they want to learn in dynamic, flexible programs. Constant adjustment to individual and group needs will be a guiding principle. We envision an extended campus that includes our community in many of its diverse forms.
- (2) A teacher who is passionate about what he teaches can best inspire a student to find her own passion; and from such heartfelt positions can develop an open, trusting student-teacher relationship: the heart of the learning process. To encourage this relationship, our teachers will enjoy full creative freedom. Personalized instruction will be emphasized. Continuing discussion (i.e., with family and peer groups) will be promoted.
- (3) Learning will occur best when the curriculum is dynamic, flexible, challenging, well rounded, and personalized. Many approaches will be interdisciplinary. Teaching style will match the subject matter. Working within the context of each individual student's growth and needs, prerequisites will lead to increasingly complex and in-depth studies. The goal will be to consistently stimulate curiosity, interest, and excellence. We will learn from our students how best to teach them.

In our Charter School we value a personalized approach to teaching the content standards for the four core curriculum areas adopted by the State Board of Education in pursuant to Education Code section 60605. For instructional approaches specific to individual Programs see Title documents.

Using a variety of assessment models including, but not limited to, standardized test scores, teacher evaluations, and student self-assessments we will identify the needs of pupils who are not achieving at or above expected levels. For those students identified, we will increase student achievement levels through a personalized learning plan and tracking monthly progress using a variety of methods of assessment as outlined in our measurable pupil outcomes.

Special Education services and placement shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District, the SELPA and applicable law. As SLVUSD Charter School is a charter within the San Lorenzo Valley School District, the

district's Special Education Department assumes responsibility for all students with Individual Educational Programs (IEPs).

#### Identification of Students:

- **Enrollment Information:** – the Charter School will include on its enrollment forms a question regarding whether the student seeking to enroll in the Charter School Program is eligible for special education services. The Charter School shall then provide the district office with a list of special education students newly enrolled at the Charter School Program.
- **Identification and Referral:** The Charter School will develop, maintain and implement procedures to ensure that student who has or may have exceptional needs are identified. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and were appropriately utilized. (Ed. Code 56303.)
- **Assessment:** The District Special Education Department shall be responsible for conducting necessary special education assessment, including but not limited to initial assessments, annual assessment and triennial assessment. All such assessment shall be conducted by qualified personnel and comply with state and federal law and regulations.
- **Interim Placement:** For students with a current IEP who enroll in the Charter School from a school outside the Selpa, The Charter School shall immediately provide the student with an interim placement not to exceed 30 days. The interim placement must be in conformity with the existing IEP, unless the Parent/Guardian agrees otherwise. Before the expiration of the 30 day period, the interim placement shall be reviewed by the IEP team and final recommendations made.

#### Special Education Programs and Services:

- **IEP Team Membership:** The IEP team membership shall be in compliance with state and federal law and shall include a designated teacher of the Charter School. Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team.
- **IEP Meetings:** The District Special Education Department shall be responsible for arranging and conducting all necessary IEP meetings in accordance with applicable law. The Parent/Guardian shall be given a copy of the procedural safeguards upon notice of an IEP meeting.
- **IEP Contents:** The District Special Education Department shall use North Santa Cruz County SELPA forms to complete its IEPs. Each IEP must include, but is not limited to: a statement of the student's present levels of educational performance, measurable annual goals, the special education and related services and supplementary aids and services to be provided to the student, including ESY services, an explanation of the extent, if any, to which a child will not participate with non-disabled children; the dates, frequency, location and duration of the services for this child, and a statement of how the student's progress toward his or her annual goals will be measured.
- **Parent Consent to IEP:** The Charter School may not implement an IEP to which a Parent/Guardian does not provide written consent. If a Parent/Guardian consent to only part of an IEP, the Charter School must implement the portion of the IEP to which the Parent/Guardian consented.

Target population – Enrollment

- a. Title 1 San Lorenzo Valley Homeschool Charter 25, K-12: Community-based education – 110 students
- b. Title 2 White Oak High School Charter 25, 9-12: Site- based matriculation – 60 students
- c. Title 3 Boulder Creek Homeschool, K-6: Site-based independent study – 25 students
- d. Title 4 Fall Creek Homeschool, K-6: Site-based independent study – 25 students
- e. Title 6/8 Coast Redwood School, 7-12: Site-based independent study – 70 students
- f. Title 7 Big Sur Charter School, K-12, Community-based education – 33 students
- g. Title 9 Monterey Bay Charter School, K-8: Site-based Waldorf – 220 students  
**Final year 2005-06 – AB 1994**
- h. Title 11 Nature Academy, 7-8: Site-based matriculation – 50 students

Each Charter School Program shall describe its own mission statement within its Title Document.

**(2) Measurable pupil outcomes, as required by Education Code section 47605(b)(5)(B):**

The desired skills, knowledge and attitudes we seek to develop in our students spring directly from our vision of a life-long learner, as described in the Mission Statement. These skills and attitudes include an open, self-motivated passion for learning; and an ability to use one's mind analytically, creatively, and in a practical manner. Knowledge should include awareness of the natural world, a sense of community, self-awareness, and self-assessment.

The measurable pupil outcomes, for purposes of this section, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program aligned with [California State Frameworks and Content Standards](#). Students will demonstrate competency in seven (7) school growth area goals. The extent to which students achieve these goals is determined by mastery of the student standards and by demonstrated proficiency using a variety of assessment tools:

*Student reads and writes effectively.*

- Student reads actively and derives meaning from written media.
- Student reads extensively for a variety of purposes.
- Student writes using grammatically acceptable English.
- Student adjusts tone and style of writing for purpose and audience.
- Student supports statements using well-rounded facts, theory, and opinion.
- Student separates fact from opinion.
- Student logically reaches conclusions based on sufficient evidence.
- Student clearly and succinctly states key points.
- Student organizes ideas in a variety of ways.
- Student demonstrates creativity through style, organization, and development of content.

*Student sufficiently understands and functions in the world around him.*

- Student demonstrates involvement in his/her community.
- Student has knowledge of the reciprocal relationship between the individual and his/her environment.
- Student demonstrates various skills in seeking employment and/or college admission.

- Student understands and demonstrates his/her role as an employee, consumer, and financial manager.
- Student identifies and documents the effects of technology on his/her environment.
- Student participates in physical activities that develop strength, endurance, and personal fitness.

*Student appreciates the history of mankind in all its diversity.*

- Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving cause and effect: people, events, or situations influencing an action or result.
- Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving comparison: similarities and differences.
- Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving classification: events and situations explained as political, economic, social, and/or intellectual.
- Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving anticipation of the future using evidence from the past and the present to draw conclusion about the future.
- Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving understanding of the extent of time.
- Student applies physical and cultural geography to his/her understanding of societies.
- Student communicates in a language other than English, while gaining knowledge and understanding of different cultures.

*Student comprehends the political process.*

- Student understands the structures, operations, and relationships of the governments in the United States.

*Student applies mathematical principles and operations to solve problems.*

- Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving with numbers and operations.
- Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in geometry and measurement.
- Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in functions and algebra.
- Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in statistics and probability.
- Student solves problems that make significant demands in one or more of these aspects of the solution process: problem formulation, problem implementation, and problem conclusion.
- Student communicates his/her knowledge of basic skills, understanding of concepts, and his/her ability to solve problems and understand mathematical communication of others.

*Student applies scientific concepts and skills to explain his world and find solutions to its problems.*

- Student observes, compares, orders, and categorizes characteristics and behaviors.
- Student communicates ideas.
- Student relates factors of differing objects and events, and infers about unknown or unseen processes.

- Student applies knowledge and thought processes to explain his/her world and solve problems.
- Student shows a perception of the interrelationships among the scientific themes (energy, interactions, patterns, and change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere, ecosphere).
- Student recognizes the effects of the sciences, technologies, and societies on one another and on the environment.

*Student realizes his own unique educational interests, talents, and abilities and problems.*

- Student experiences aesthetic perception through visual, performing, musical and poetic arts.
- Student begins a lifelong journey of consciously processing beauty, its delights and dangers.
- Student will have an understanding of therapeutic processes and techniques of self-dialogue.
- Student will be schooled in methods of creative problem solving.
- Students will be encouraged to consciously participate in the constructing of their own identities.

Each Charter School Program shall describe its own specific desired pupil outcomes in the Title Document.

**(3) The method by which pupil progress is to be measured, as required by Education Code section 47605(b)(5)(C):**

Methods of assessing a student's progress in meeting our School's goals (skills, knowledge, and attitudes) will vary with each program and with each individual. Since our emphasis is on growth and change, we will evaluate such change through some or all of the following;

- a) behavioral changes
- b) attitudinal changes
- c) performance-based assessment
- d) improved academic achievement
- e) communication changes
- f) community involvement
- g) greater self-awareness or openness

Both objective and subjective evaluation will be included. Specifically we recognize the role of a teacher's intuition to fine-tune her teaching to the need of a student, and to perceive subtle shifts of consciousness in a student which may hallmark an awakening.

All students will achieve the student standards by graduation, but not all students will progress at the same rate. Certificated teaching staff shall consider each student's individual abilities, interests, and talents in utilizing the following measurements.

The Charter School shall administer the mandated State assessments and shall also meet any required State performance standards as developed. Every year the Charter School shall receive an evaluation via the State of California's Academic Performance Index (API) based on mandated state assessments to determine if students are achieving academic levels which are at least equivalent to or exceeding those achieved by students in similar type schools across the state.

Additionally, student progress will be assessed through the current state mandated assessment tools (STAR, CAHSEE, CELDT, and PFT).

The following alternative assessment methods will be utilized specific to Charter Programs as described below:

### **SLV Homeschool Program Charter 25**

- Student work samples
- Student demonstrations
- The California Content Standards check list will be maintained for each student indicating progress and proficiency of key standards for K-8<sup>th</sup> grade
- Semester plans for each student including goals and written evaluations
- Writing samples
- Scantron Assessment Tool – aligned with State Frameworks
- Teacher evaluations
- Formal tri-annual parent/student/teacher conferences
- Informal parent/student/teacher conferences as needed
- Monthly logs reflecting learning activities to achieve goals

### **White Oak High School Charter 25**

Evaluation will be highly individualized and will include several methods by which student progress will be assessed including pre and post tests for all students at the beginning and end of each year in the subject areas of Reading, Math, English, Geography and Writing, quarterly self-evaluation and staff evaluation in the form of report cards, California High School Exit Exams, STAR tests, narrative evaluations, and informal parent/student/teacher conferences as needed.

The following are a variety of alternative methods to be used to assess student progress:

- Sustained Daily Attendance
- Writing Achievement
- Reading Achievement
- Math Achievement
- Credit Completion

### **Boulder Creek Homeschool/Fall Creek Homeschool**

Evaluation will be highly individualized, and will vary in style and intensity with the developmental age of the student. The year will begin with a goal setting conference conducted with the parent, classroom teacher and student. Twice a year there will be a conference and written evaluation which will include future planning.

The following are a variety of alternative methods to be used to assess student progress:

- Student work samples
- DRA (Developmental Reading Assessment – grades K-3)
- QRI (Qualitative Reading Inventory – grades K-6)
- Grade Level Math Assessment
- Student demonstrations
- The California Content Standards check list will be maintained for each student indicating progress and proficiency of key standards
- Semester Plans for each student including goals and written evaluation
- Monthly student meetings, home visits, individual student conferences

### **SLVJH Homeschool/Coast Redwood High School**

Evaluating is highly individualized according to each student. It will include parent, student, and certificated teacher input. There are several methods by which student progress is assessed including annual portfolios, current state and district recommended assessment tools, student demonstrations, and student work samples and certificated teacher observations. The students' goals are maintained on a monthly basis through the Monthly Goals and Verification (Credit) Sheet (9-12 grade) and are completed with input from the certificated teacher and parent. Letter grades and credits are given upon request for student grades 8-12; all students grades 7-12 will be given a written evaluation each semester. Evaluation of the student's work is based on the goals established by the academic triangle of the parent, student, and teacher.

#### **Assessments:**

- Writing samples
- Scantron
- Semester and year-end portfolios
- Course contract fulfillment
- Credit completion
- Weekly and/or Monthly goal meetings
- Semester goal meetings
- Formal tests
- Teacher evaluations
- Student demonstrations & work samples
- The California Content Standards check list will be maintained for each student indicating progress and proficiency of key standards for 7-12<sup>th</sup> grade

### **Big Sur Charter School**

Evaluation will be highly individualized and will vary in style and intensity with the developmental age of the student. For all students, the year will begin with a formal goal setting conference conducted with the parent, teacher of record and student. At the end of the first semester, there will be a formal conference and written evaluation which will include future planning. The year will conclude with a final formal conference and written evaluation. For older students, methods of evaluation may also include self-evaluation, input from community members, instructional conversations, etc.

The following are a variety of methods to be used in addition to the Standardized Testing and Reporting (STAR) and other state-required test results to assess student progress:

#### **Assessments:**

- A variety of student work samples including but not limited to writing and other assignments, speech outlines, PowerPoint presentations, artistic works (drawn, built, performed, or creatively written), textbook assessments, etc. contained in the student's cumulative record
- The California Content Standards check list will be maintained for each student indicating progress and proficiency of key standards
- Semester Plans for each student including goals tied to the California Content Standards and a written narrative evaluation of those goals
- Informal meetings, home visits, and individual conferences of the academic triangle (student / parent / teacher)
- Scantron Performance Series Assessments in Reading, Math and Language Arts

- Promotion to the Next Grade
- Student Persistence
- Course Completion
- Credit Completion
- Tutor evaluations
- Attendance

**Monterey Bay Charter School Final year 2005-06 – AB 1994**

Evaluation will need to be highly individualized, and will also vary in style and intensity with the developmental age of the student. Educational benchmarks will guide children throughout the program as they move through the stages of development. The child’s journey will be monitored with a variety of strategies including:

- teacher observation
- classroom participation
- instructional conversation between student and teacher
- performances and participation in assemblies and festivals

Portfolios including Main Lesson Books, artwork, and practice papers will be maintained for each child. For Kindergarten students, the portfolios will include paintings and drawings.

Parent/teacher conferences will occur once a year; more often if teacher or parent sees the need. At the end of the school year a full report will be prepared and given to the parents. The report will include an overview of the year, stating what was taught during each learning block. A written picture of the child will be given, describing the child’s performance in the various curriculum blocks. A record of each child’s development will be kept by the teacher.

In summary, evaluation methods will be highly flexible, concrete and open-ended, and chosen to harmonize with each student’s overall needs.

**The Nature Academy**

- A. Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment consistent with paragraph (2) (A) of this subdivision (f) of this section.
  - Literature logs with weekly responses to independently selected texts.
  - Literature logs with a variety of responses to literary texts read by whole class and small groups, including literature circle assignments.
  - Science journals which chronicle the years investigations, long term monitoring projects, graphs and written responses to class activities. Collected periodically throughout each trimester.
  - On-demand timed writing samples (primarily essays in styles consistent with the California State Standards for middle school) depicting growth over time in a wide range of styles and formats for disparate audiences.
  - A variety of writing and other assignments, including but not limited to speech outlines, PowerPoint presentations, artistic works (drawn, built, performed, or creatively written) contained in the student’s work folders

- Political and geographic maps of the Earth, each continent, countries within continents, selected rivers, oceans and other bodies of water, labeled appropriately with an eye to competent rendering of locations and use of geographic terminology.
  - Photographic records of speeches and presentations given by students.
  - Tests and quizzes aimed at assessing a wide variety of grammatical, reading comprehension, analytical, and evaluative skills as well as basic writing techniques.
  - Student progress towards individualized math goals is tracked by trimester, book notes, test scores and homework completed.
- B. Includes the annual assessment results from the Statewide Testing and Reporting (STAR) program.
- C. Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the Charter School's educational program.
- Thrice yearly student self-assessments in subject areas: Language Arts, Science, PE/Health, History/Government/Geography, the Arts, Lifeskills, and Mathematics which assess products, proficiency, growth, and goals.
  - Trimester grades
  - Trimester narrative evaluations
  - Formal annual parent/student/teacher conferences
  - Informal parent/student/teacher conferences as needed
  - Math achievement as shown by, over any given five-year period, a number of a NA students will enroll in and satisfactorily pass higher level (geometry and above) math courses at SLVHS (or comparable institution) at a level greater than or equal to SLVJH students, provided that SLVHS administration continue to place NA students so that their other academic studies are not negatively affected.

Individual programs not meeting a 95% participation on the STAR test may be subject to closure.

Each Charter School Program shall describe how pupil outcomes shall be evaluated in their title documents.

*See Appendix C – Assessment Data and samples of Alternative Assessment Tools*

**(4) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement in supporting the school's effort on behalf of the school's pupils, as required by Education Code section 47605(b)(5)(D):**

The SLVUSD Charter School shall be governed by the San Lorenzo Valley Unified School District Board of Trustees. The Board of Trustees' philosophy, goals and objectives, and comprehensive plans are outlined in the Board Policies (BP Series 0000). In addition, the By-Laws of the Board (BP Series 9000) include the Role of the Board, Board Elections Procedures, Conflict of Interest, policies, meetings, and notices procedures. Finally, Community Relations (BP Series 1000) includes Communication with the Public and Participation by the Public. Board Policies are available on-line at [www.slv.k12.ca.us/SLV/BOARD\\_POLICIES/index.html](http://www.slv.k12.ca.us/SLV/BOARD_POLICIES/index.html).

The SLVUSD Charter School will be administered by a Director. The Charter School Director will monitor each of the Charter School's Programs provisions of the Title Document. Each of the Charter School Programs will be autonomous and self-governing to the extent allowed by this Charter.

Each Charter School Program shall be established by the adoption of a separate Title Document which shall be appended to this Charter pursuant to a charter amendment. The Title Document applicable to each Charter School Program shall describe the governance structure and shall include other statements and descriptions as provided elsewhere in this Charter.

All Charter School Programs will maintain a strong commitment to obtaining broad-based parental and student input on school policies and issues. Our intention is to honor all forms of parental or student communication, whether in writing, by telephone contact, or as oral expressions of interest or concern.

We recognize that parental and student input cannot be forced, but it can be strongly promoted. Upon first entering a Charter School Program, parents and prospective students will participate in an in-depth orientation session with a staff member, during which school goals, philosophy, policies, governance, and State testing mandates will be discussed. Open meetings will be held quarterly or as needed, to provide another channel for communication among families, students, and staff at each Charter School Program.

**(5) The qualifications to be met by individuals to be employed by the school, as required by Education Code section 47605(b)(5)(E):**

Individuals are employed by each Charter School Program within the Charter. All Charter School students are under the direct guidance and supervision of staff who shall hold a NCLB certified Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Additional certificated and non-certificated personnel may be hired to assist in providing supplementary instruction, management and support services. All staff of SLVUSD Charter School will have the necessary qualifications, skills, experience, certification, and credentials to fulfill their job description.

Additionally, individuals employed by the Charter School Programs should be models of those characteristics we wish to nurture in our students. They will display a continuing passion for learning and a striving for excellence in their chosen field; supported by a liberal arts and science education. They will be intelligent, flexible, open to the process of personal growth, and skilled in communication. Their accomplishment and competence may be demonstrated by possession of a state credential; by experience working with children under the guidance of recognized experts; or by reputation and high regard in the community.

Each Charter School Program shall describe additional employment procedures and qualifications in their Title Document.

**(6) The procedures that the school will follow to ensure the health and safety of pupils and staff, as required by Education Code section 47605(b)(5)(F):**

The health and safety of Charter School students and staff are of the utmost importance. To that end, each Charter School Program will comply with all applicable State Education Code, Penal Code, and Welfare and Institutions Code segments which are designed to ensure such health, safety and protection.

Major areas covered by these Codes include, but are not limited to: safe use of equipment and facilities; fire and accident prevention; emergency medical treatment; infectious disease prevention; prevention of child abuse and neglect; and prevention of sexual harassment. **[In accordance with the ruling of the California Attorney General, Education Code section 7280, et seq (the “Field Act”) shall not apply.]**

Prior to employment, employees of the Charter School will furnish fingerprints which will generate criminal record summaries in accordance with Education Code section 44237. All faculty and staff will be required to provide a current tuberculosis test verification as required by Education Code section 49406.

Charter School students will require immunizations as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. Vision, hearing, and scoliosis screening will be provided to students of the Charter School to the same extent as would be required if the pupils attended a non-charter public school.

**(7) Recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(d), the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted, as required by Education Code section 47605(b)(5)(G):**

We hold strongly to an enrollment policy of non-discrimination in all areas.

Racial, ethnic and socioeconomic populations within the Charter School Programs will be reflective of the percentages of these groups within the entire San Lorenzo Valley Unified School District territorial jurisdiction, as reported statistically by the District in annual CBEDS data.

**(8) To the extent admission requirements are included in keeping with Education Code section 47605(b)(5)(H), the requirements shall be in compliance with the requirements of Education Code section 47605(d) and any other applicable provision of law.**

Students will be considered for admission without regard to ethnicity, national origin, gender, and disability or achievement level. The highest priority of each Charter School Program shall be to serve students who live within the boundaries of the San Lorenzo Valley Unified School District. In the event that the number of students who wish to attend the Charter School Program exceed the Program’s capacity, a lottery system will be used to determine those selected to attend. In conformity with the requirements of Education Code section 47605, subdivision (d)(2)(B), admission preference will be given first to current students and students residing in the district, then to siblings of current students and then to students who live in communities and counties served by the Program.

Each Charter School Program shall describe any additional admission requirements or procedures.

**(9) The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority, as required by Education Code section 47605(b)(5)(I):**

The District engages an independent audit firm experienced in K-12 education finances to conduct an annual financial audit of District operations. The SLVUSD Charter School is included in the scope of the annual District audit. All audit exceptions and deficiencies, including those pertaining to the

SLVUSD Charter School, are reported to the District for review and resolution. The District works directly with the Charter School to ensure any Charter School audit exceptions and deficiencies are corrected. The Santa Cruz County Office of Education also monitors District audit exceptions to ensure they are resolved.

All audit exceptions are addressed in the audit report and are typically resolved upon completion of the audit. Also upon completion of the audit, the District requests the audit firm to send copies of the audit report to all required parties.

**(10) The procedures by which pupils can be suspended or expelled, as required by Education Code section 47605(b)(5)(J):**

Students may be suspended or expelled from the Charter School for non-compliance with the terms of the parent-student contract, or any material violation of any of the provisions, conditions, standards or procedures set forth in the Charter School petition, the charter handbook, or of the sponsoring district's policies and procedures. The Director of Alternative Education will direct the suspension/expulsion process with the collaboration of the Program's teacher(s).

Suspension/expulsions will be based on criteria delineated in the San Lorenzo Valley Unified School District's Suspension/Expulsion Handbook and in conformance with California Education Code. Hearings will be conducted in accordance with SLVUSD Board Policy and Administrative Regulations.

*See Appendix D – Expulsion Handbook*

**(11) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, as required by Education Code section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.**

All SLVUSD Charter School certificated staff meeting the criteria for inclusion in the State Teachers Retirement System (STRS) will be covered by STRS. All SLVUSD Charter School classified staff meeting the criteria for inclusion in the Public Employees Retirement System and federal social security system will be covered under those retirement systems. The District administers these retirement programs for the SLVUSD Charter School and is in turn monitored by the Santa Cruz County Office of Education in the administration of these programs.

**(12) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by Education Code section 47605(b)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.**

Attendance at this Charter School is entirely voluntary on the part of the students who enroll.

Attendance at the student's district of residence public schools shall be an option for all students who do not choose to attend this Charter School.

**(13) The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, as required by Education Code section 47605(b)(5)(M):**

The employees of the Charter School Programs that operate within the district's territorial jurisdiction are covered by the terms and conditions of contracts presently binding between the San Lorenzo Valley Unified School District and its certificated and classified bargaining units. Certificated employees shall be members of SLVTA and CTA. Classified employees shall be members of SEIU. Should a Charter School Program that operates within the district's territorial jurisdiction be terminated, any permanent certificated and classified employee shall be guaranteed rights that are routinely granted to other certificated and classified employees in the District. The current Charter School Programs are:

1. Title 1 – San Lorenzo Valley Homeschool Charter 25
2. Title 2 – White Oak High School Charter 25
3. Title 3 – Boulder Creek Homeschool
4. Title 4 – Fall Creek Homeschool
5. Title 6/8 – Coast Redwood School
6. Title 11 – Nature Academy

The employees of Charter School Programs that operate outside the district's territorial jurisdiction are not covered by the terms and conditions of contracts presently binding between the San Lorenzo Valley Unified School District and its certificated and classified bargaining units. Should one of these Charter Programs be terminated, employees of these programs who operate outside the district's territorial jurisdiction shall not be guaranteed rights that are routinely granted to other certificated and classified employees in the district. These employees are not required to be members of SLVTA, the CTA, or SEIU. The current Charter School Programs are:

1. Title 7 – Big Sur Charter School
2. Title 9 – Monterey Bay Charter School **Final year 2005-06 – AB 1994**

**(14) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N):**

The following process shall be used to resolve disputes which arise between the San Lorenzo Valley Unified School District and each Charter School Program. Either party may commence the dispute resolution process by notifying the Director of Alternative Education in writing of its desire to engage in the dispute resolution process, which notice shall state the basis of the dispute and the remedy proposed or outcome sought.

1. The Charter School Program shall choose a delegate or advocate to represent the Charter School Program with regard to the matter in dispute. The delegate or advocate shall then meet with the Director of Alternative Education and attempt to resolve the dispute through informal conference.
2. If a meeting with the Director of Alternative Education fails to resolve the dispute, the matter shall be directed to the Superintendent of the District. The Superintendent shall meet with the Charter School Program delegate or advocate within a reasonable time after the meeting with the Director of Alternative Education and attempt to resolve the dispute.

3. If a meeting with the Superintendent fails to resolve the dispute, the Charter School Program may seek to have the dispute addressed by the Board of Trustees. Such meeting will be subject to all applicable procedures of the Ralph M. Brown Act (Gov. Code - §54950 et seq.)

**(15) The declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code), as required by Education Code section 47605(b)(5)(O), recognizes that the State Board of Education is not an exclusive public school employer and that, therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).**

The SLVUSD Charter School is one of six (6) schools in the San Lorenzo Valley Unified School District. The SLVUSD Charter School shall be governed by the San Lorenzo Valley Unified School District Board of Trustees. The San Lorenzo Valley Unified School District Board of Trustees shall be deemed the exclusive public school employer for those programs that operate within the territorial jurisdiction of the SLVUSD for the purposes of the Education Employment Relations Act Section 3540.1 of the Government Code.

Individual governing bodies of Charter School Programs that operate outside the territorial jurisdiction of the San Lorenzo Valley Unified School District will be deemed the exclusive public school employer as specified in their Title Document for the purposes of the Education Employment Relations Act Section 3540.1 of the Government Code.

### **ADDITIONAL TERMS:**

#### **1. GOOD FAITH**

The San Lorenzo Valley Unified School District Board of Trustees and the Charter School Programs will maintain open and ongoing relationships in good faith to ensure compliance and excellence in this unique educational design as it evolves and grows.

#### **2. AMENDMENTS**

Amendments to the SLVUSD Charter may be made with the approval of the San Lorenzo Valley Unified School District Board of Trustees. Amendments to the Charter which consist solely of appending a new Title Document to the Charter, thereby establishing a new Charter School Program, may be approved at the sole discretion of the San Lorenzo Valley Unified School District Board of Trustees. Amendments to the Charter which amend only the language of a particular Title Document may be approved by the District Board of Trustees and the governing body of the Charter School to which the affected Title Document pertains.

#### **3. TERM OF THE CHARTER**

The Charter is granted for a term of five (5) years beginning on July 1, 2006. The Charter may be renewed one or more times for additional periods not to exceed five years by the SLVUSD Board of Trustees.

#### **4. REVOCATION OF THE CHARTER OR OF ANY CHARTER SCHOOL PROGRAM**

The Charter or any individual Charter School Program appended to the Charter may be revoked by the SLVUSD Board of Trustees if a Charter School Program;

- a) commits a material violation of any of the conditions, standards, or procedures set forth in the Charter or in any Title Document;
- b) fails to meet or pursue pupil outcomes identified in the Charter;
- c) fails to meet generally accepted accounting standards of fiscal management; or
- d) violates any provision of law.

In addition, any individual Charter School Program appended to the Charter by sole action of the SLVUSD Board of Trustees may be revoked by the SLVUSD Board of Trustees if the Charter School and the District fail to agree on any operating standard or procedure.

#### **5. FUNDING OF THE CHARTER SCHOOL**

As established by Education Code Section 47630 et. seq., the Charter School shall receive funding under the charter school funding model as follows:

- A)
  1. A general purpose entitlement pursuant to Education Code 47633, which includes in-lieu property taxes and state aid.
  2. A categorical block grant amount pursuant to Education Code Section 47634.
  3. The Charter School may be entitled to lottery funds, pursuant to Education Code Section 47638.
  4. The Charter School may be eligible to class size reduction funds (if applicable), a variety of state and federal application based programs, as well as various grant opportunities. Except as otherwise noted in this Agreement, it shall be the responsibility of the Charter School to apply for this funding which is beyond the basic statutory entitlement.
- B) The Charter School has elected to be locally funded, pursuant to Education Code Section 47651.
- C) The District shall transfer funding in lieu of property taxes to the Charter School as required by law.
- D) Charter School agrees that all revenue obtained from the District shall only be used for the provision of educational services for school age children enrolled in and attending the Charter School and shall not be used for purposes other than those set forth in the approved charter and any authorized amendments.

#### **6. POLICIES AND PROCEDURES**

The Charter contains general and philosophical by-laws for the Charter. More specific rules of operation will be implemented by each Charter School Program (i.e. governing board operating procedures, parent advisory council guidelines).

#### **7. NONDISCRIMINATION**

The Charter and the Charter School Programs 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 ethnicity, national origin, gender, sexual orientation, or disability.