

SOUTH SUTTER CHARTER SCHOOL

RENEWED CHARTER

SPONSORING DISTRICT

Marcum-Illinois Union Elementary School District Governing Board

2452 El Centro Blvd.
East Nicolaus, California 95659

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

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I. Founding Group

Innovative Education Management, Inc. ("IEM"), is a nonprofit 501(c)(3) public benefit corporation that specializes in charter school development, management, administration, oversight, advocacy, and finance. IEM also provides services in curriculum development, teacher training, educational resources and technical support.

Innovative Education Management, Inc.'s primary personnel have over thirty years' experience in public school education, school boards, and charter school administration. They are charter school pioneers, having worked with several of the earliest California charter schools since the early 1990s. With different but complementary educational experiences, they are deeply committed to extensive parental involvement in K-12 education. They hold the belief that each child learns most effectively when his or her education is tailored to meet individual learning styles and interests. They believe that each child will perform to his or her fullest in personalized learning environments. They are experienced in overseeing charter school administration, including budget development, hiring and training educational staff, implementing special education regulations, managing educational support departments, and ensuring that the charter school is fully accountable and in compliance with all state and charter school laws and regulations.

IEM will manage and operate South Sutter Charter School pursuant to the terms of this charter. If IEM ceases to be the manager for the charter school, the charter will terminate automatically.

II. Educational Philosophy and Program

Mission

The School believes in educating each of its students for the 21st century by providing individualized learning opportunities in small learning communities that incorporate meaningful parental participation, choice, and involvement with curricula emphasizing personalized learning environments.

Educational Philosophy

This charter school shall be known as South Sutter Charter School (hereafter "SSCS") and its local administrative office shall be located in East Nicolaus, CA in Sutter County.

SSCS will operate on the philosophy that all students have different learning styles, abilities, and background experiences. As important as "what" students learn is "how" they learn. The former may be viewed as the end goal of education while the latter is the road leading to it. SSCS will utilize learning and assessment modalities that, based on current research, identify best practices regarding how students learn.

SSCS identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind, has an understanding of United States political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the

world in which he or she lives. This person is one who has realized his or her own unique educational interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of this charter school to help students become educated individuals who are intrinsically motivated to learn, who have diverse yet well-developed interests, and who are becoming competent lifelong learners.

Each minor student and at least one parent or guardian, and each adult student, with the assistance of SSCS Education Specialists (ES) and ES Advisors, shall design, consistent with SSCS student standards and policies, appropriate curricula based upon the student's educational needs and objectives, and shall sign a written agreement with SSCS that clearly describes the student's individual educational goals and curriculum for each school year the student is enrolled with SSCS. The written agreement shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study, and if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study, as well as any other matter required by applicable law.

High School Program

SSCS will offer educational opportunities for college bound students through a series of UC/CSU approved a-g courses and AP (Advanced Placement) courses. Career Technical Education (CTE) opportunities will be available to all high school students who would like to learn technical trade skills. SSCS's diversified high school course list will allow students, parents, and Educational Specialists to customize a high school plan that will meet the unique academic needs of each student. SSCS high school students will receive information on the transferability of courses to other public high schools and eligibility for college entrance through individual meetings with assigned Education Specialist(s) and SSCS guidance coordinator(s). SSCS Education Specialists (credentialed teachers) will receive annual training in these requirements.

Students to be Served

SSCS will be open to all students in grades K-12 in Sutter County and contiguous counties. SSCS will be nonsectarian in its programs, admission policies, employment practices, and all other operations. SSCS will specifically target currently non-enrolled students seeking a non-traditional, small learning community-based educational setting. SSCS shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, gender, religion, national origin, ability, disability, or place of residence. Student enrollment and Education Specialist assignments will be based on need in the community and availability of an Educational Specialist who is a Highly Qualified Teacher (HQT) in accordance with the Elementary and Secondary Act (ESEA).

Parents who enroll their children in SSCS shall, through specific enrollment and curriculum contracts, accept the responsibility to actively participate in their children's education. SSCS will support its students and parents both with appropriate educational materials, and with a team of an Educational Specialist or ESs who are certified as a Highly Qualified Teacher (HQT) in accordance with the Elementary and Secondary Act (ESEA), ES Advisors, and school administrators. SSCS Education Specialists and ES Advisors shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Curriculum and Instructional Design

Students who attend SSCS will be educated in small learning communities with individually designed curricula, which may include, but are not limited to, small group instruction, apprenticeships, community-based educational programs, group seminars, distance learning via current technology, individualized tutorials, computer assisted instruction, cooperative school programs and classes, on-the-job training, flexible course scheduling, and independent study. The teacher to student ratio for all grade levels will average 1:25. All student curricula will be subject to approval by the Director of Curriculum and Guidance, in accordance with state law. For purposes of ESEA, this charter school defines core subjects to be English, Mathematics, Social Science, and Science. This charter school designates middle school to be an elementary program. State-adopted content standards will be covered in the curriculum selected for each student. Curriculum addressing Common Core State Standards and Next Generation Science Standards will be made available to all students enrolled in SSCS.

This charter school's parents, students, teachers, administrators and staff believe that the best learning occurs when:

- Academic instruction is viewed as one important and central aspect of an effective education that leads to mastery of the state content standards.
- Flexible instructional practices are tailored to the strengths of the students and their learning style and are congruent with the intended academic outcome.
- Teachers not only teach but also mentor, support and coach students and each other.
- Contextual learning is emphasized allowing students to grasp the logical application of their learning.
- Parents are active partners in the school, in the creation of learning opportunities and in the work produced by their child(ren).
- Real life context-based learning is emphasized within a personalized learning environment.
- The entire community serves as a platform for learning; learning opportunities integrate and bridge school-based learning with community-based learning.
- Educators have the flexibility to respond to the instructional needs of each student by altering the curriculum or method of instruction to meet the student's needs, as appropriate, throughout the academic term.

Educational program goals of SSCS include, but shall not be limited to, the following areas of student attainment. Students will:

- Perform and achieve better than their previous year's state assessment scores when available.
- Apply the skills and concepts of the school's academic content standards and the state content standards in their daily assignments.
- Actively engage in skill development and in the discovery and construction of their own knowledge by participation in individual learning activities.

- Demonstrate the ability to use technology efficiently integrated into daily assignments.
- Recognize and use their strongest skills and abilities to build confidence and motivation to improve in areas where they are weak.
- Be provided with opportunities to explore their potential in the visual and performing arts and or with a foreign language.

SSCS affirms the importance of educating children to be optimally prepared for the twenty-first century. Living in the age of computers and the internet provides students the opportunity to acquire knowledge unlike any other time in history. SSCS will continuously update its curricular options to allow its students to utilize state-of-the-art educational technology and learning systems.

Plan for Students who are Academically Low Achieving

To directly support low achieving students, SSCS believes that teachers, parents, and students must collaborate to design optimal education plans. All students will be given a Local Assessment upon admission to SSCS. All actively enrolled students will be given the Local Assessment twice each year: once at the start of each school year and once in the spring semester. Because these computer-based Local Assessments use “adaptive learning” testing strategies, the assessment reports will give the parent and Education Specialist detailed information on each child’s academic performance in reading and math, specific to the sub-skill level.

In an effort to provide additional assistance to academically low achieving students, SSCS will have an Intervention Coordinator to support the school’s RTI (Response to Instruction) program. Students who have been identified as struggling in math and reading will be offered additional resources and instructional support. Ongoing progress monitoring of students participating in the school’s RTI program will provide parents and Educational Specialists with objective metrics to help in the formation of the students’ individualized learning plan that will ultimately support each child’s unique academic needs.

Plan for Students who are Academically High Achieving

Individual learning plans allow for a greater level of specialization, depth and rigor in comparison to a traditional classroom setting. An academically high achieving student will benefit from the resources provided through SSCS’ extensive list of approved educational vendors.

For high school students, a full succession of UC/CSU approved a-g courses can be taken in preparation for admission to any UC or CSU campus. Also, students may choose to enroll in more academically challenging Advanced Placement courses. The Guidance Coordinator(s) at SSCS will work with the students, parents and Educational Specialists on topics of college admission requirements, scholarships, and grant opportunities.

Plan for English Learners

All EL students will be CELDT tested upon enrollment according to legal guidelines. SSCS believes all EL students that are not proficient in the English language need every opportunity to be able to

become proficient. If a student has previously been categorized as EL or comes into the school having answered any language other than English on any questions on the home language survey, the state required CELDT assessment will be administered. The school education director and school assessment director must certify compliance with the requirements of law pertaining to the administration of the state required CELDT primary language test as required in California Code of Regulations, Title 5, Section 857c. SSCS administers the CELDT and informs the teachers of the scores so that they can make informed decisions as to the correct curriculum and interventions services to provide. SSCS has a bilingual instructor to work with its EL students who are most in need of assistance to give them every opportunity of succeeding in their educational process. All of SSCS EL students will be provided with research based English Language Development Curriculum and supports in order to progress in their English Language proficiency level. EL students are tested annually until they are proficient in English.

Plan for Special Education

The charter school shall serve the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education be provided to, students with disabilities.

The SSCS Special Education Director or designee will:

- Interface with the SELPA to insure compliance with all phases of special education including referral, assessment and identification, and services, to insure that all phases of Federal IDEA mandates are followed.
- Coordinate all phases of the IEP process (meeting notices, IEP development, implementation, and monitoring) for all students referred and/or identified for special education.
- Monitor IEPs for compliance as required to meet state mandates (including Coordinated Compliance Review and CASEMIS)
- Monitor special education expenditures with the sponsoring district and the SELPA to ensure that all costs associated with Special Education services meet the requirements for FAPE for all individual students, and that any encroachment to the District is reimbursed by SSCS.
- Interface with all families of identified students attending the charter school.

In the event that SSCS, in its sole discretion, presents written assurance during the term of this Charter that SSCS will participate as an LEA in a special education local plan approved by the State Board of Education, which notice shall be given at least one year prior to any such election, the parties agree to amend this Charter and any applicable MOU provisions to enable SSCS to do so.

SSCS' Annual Goals and Actions to Achieve State Priorities

The following is a table describing SSCS' annual goals to be achieved in the state priorities school-wide and for all applicable pupil subgroups, and specific annual actions to achieve those goals.

SSCS' Annual Goals and Actions to Achieve State Priorities

State Priority #1. The degree to which Teachers are appropriately assigned [E.C. §44258.9] and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials [E.C. §60119] and school facilities are maintained in good repair [E.C. §17002(d)].

Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • SSCS will hire and train highly qualified Educational Specialists. • SSCS will use standards-aligned curriculum options and instructional approaches to best prepare students for college and career pathways. 	<ul style="list-style-type: none"> • All newly hired Education Specialists will undergo a rigorous training process, which includes training on variety of educational philosophies, and how those relate to California content standards. • Teachers will engage in monthly professional development training sessions on curriculum and its application with a diversity of students in an independent study setting. • Student Instructional Funds will be used to provide each pupil access to standards-aligned instructional materials, unique to their educational needs. • Conduct annual Education Specialist survey.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English Language proficiency.

Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • SSCS will provide Common Core Math and ELA aligned curriculum to all students. • EL students will be provided a network of supportive educational resources to gain academic content knowledge and English Language proficiency rooted in Common Core State Standards. 	<ul style="list-style-type: none"> • For grades K-8, all students will be given iReady Common Core Reading and Math online instruction. • For grades 9-12, students will be given access to Common Core standards-aligned curriculum. • Proven, research-based EL curriculum will be provided to all of the EL student population. • Weekly, small group tutoring classes for Math and ELA will be offered to EL students. • SSCS Title III Coordinator will facilitate the needs of the EL student population.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • In our parent-driven educational model, parents will play an integral role in all educational decisions for their child enrolled in SSCS. • Each year, SSCS will facilitate parent participation in the LCAP Advisory Committee. • Each year, SSCS will facilitate parent participation for the bi-annual D/ELAC Committee. 	<ul style="list-style-type: none"> • Conduct annual parent survey. • At the beginning of each school year, all parents will be invited to attend the SSCS Back to School Parent Nights. • Educational Specialists will encourage their student’s parents to get involved in the LCAP process for SSCS. • Title III Coordinator for SSCS will reach out to the parents of all EL student to encourage parent participation in the D/ELAC Committee.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals
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<ul style="list-style-type: none"> • SSCS students will participate in all statewide mandated assessments. • SSCS will make progressive growth gains in the Academic Performance Index (API). • EL students will make progress towards English language proficiency. • LTEL (Long Term English Learner) population will be provided highly targeted instructional support. 	<ul style="list-style-type: none"> • Testing centers for state mandated assessments will be coordinated to facilitate the participation of students spread out over multiple counties. • Response to Instruction (RTI) will be used to target students struggling and provide them with additional resources and support. • Intervention Coordinator will be assigned. • Title III Coordinator will ensure that all EL students are being provided additional support in their English Language development and are assessed annually with the CELDT. • LTEL students will be assigned an English Learner Teacher to make supplemental weekly home visits for ELA tutoring.
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State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • SSCS will maintain its high level of school attendance rates and low level of chronic absenteeism rates. • Middle school and high school dropout rates will be reduced at SSCS as a result of the school's RTI (Response to Instruction) program. • SSCS will increase the high school graduation rate, and in particular, increase the passing rate of the CAHSEE. 	<ul style="list-style-type: none"> • Parents will remain active partners in the school and in the creation of daily learning opportunities for their child(ren), resulting in high attendance rates. • SSCS will minimize dropout rates through targeted intervention strategies organized by the SSCS Intervention Coordinator. • Web-based small group tutoring classes will be offered to all students preparing for their upcoming CAHSEE assessment.

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • Operate an independent study model program • Serve students in personalized learning environments • Inform students that SSCS is a school of choice • Provide students and parents with clearly stated expectations, updated policies and procedures regarding student behavior • Provide ongoing feedback regarding student progress toward meeting standards 	<ul style="list-style-type: none"> • Annually all parents and students must sign the written agreement regarding the charter school outcomes, philosophy, student outcomes and program requirements including: • Suspension and Expulsion compliance stated in the Charter petition • Suspension and Expulsion policies in the Parent manual.(school handbook) • Truancy policy in the parent manual (school handbook) • Civility policy in the parent manual (school handbook) • Bullying policy in the parent manual (school handbook) • All students’ continued enrollment shall depend upon them fulfilling the terms of the written agreement. • Monthly Learning record meetings

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C.

§51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C.

§51220(a)-(i))

Annual Goals to Achieve Priority #7	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • Rooted in the philosophy of personalized learning environments and individualized learning plans, SSCS will provide a high level access to a broad course of study to all students, regardless of the state classification status of each enrolled student. 	<ul style="list-style-type: none"> • SSCS will continue to build and maintain an extensive list of educational vendors to provide broad selection of educational opportunities, unique to the specific needs of the student. • For students in grades K-6, non-core classes such as visual and performing arts, will be made available to every students enrolled. • For students in grades 7-12, students will be able to choose to enroll in a diversity of core and non-core elective courses, including a sequence of approved a-g courses. • SSCS will expand the offerings of CTE (Career Technical Education) course offerings for high school students.
<p>State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
Annual Goals to Achieve Priority #8	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • SSCS will make academic growth progress in the Academic Performance Index (API). • SSCS will make academic growth progress in the California Standards Test (CST) for students enrolled in Science (grades 5, 8 and 10). • SSCS will make CTE (Career Technical Education) courses available to high school students. 	<ul style="list-style-type: none"> • SSCS will provide additional instructional support opportunities in the Common Core areas of Math and ELA for students identified struggling in the school’s RTI (Response to Instruction) program. • SSCS will expand the science vendor options for all students. • SSCS will provide professional development training opportunities to Educational Specialists in the area Career Technical Education.

III. Measurable Student Outcomes

The measurable pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program 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 on State Mandated Assessments:

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 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, and 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.

- Student participates in visual and performing arts, obtains aesthetic perception and valuing opportunities, and understands historical and cultural contributions, or
- Student communicates in a language other than English, while gaining knowledge and understanding of different cultures.

Students participate with their assigned Education Specialist and parents in the design of an individualized learning plan that incorporates all aspects of his/her educational program.

Academic Performance Index

The Academic Performance Index (API) was the cornerstone of California's Public Schools Accountability Act of 1999. It measures the academic performance of schools on a variety of academic measures. After the first calendar year, an API base is established. The fall of each progressive year indicates the API growth rate. The scores are ranked in 10 categories from 0-10 referred to as deciles. The scores run from 200-1000. API reporting is suspended for 2014-2015 due to the transition from the Standardized Testing and Reporting (STAR) Program to the California Assessment of Student Performance and Progress (CAASPP) Program. Base API will be calculated beginning with the 2015-2016 school year and Base and Growth API will resume thereafter. SSCS believes that using an initial enrollment assessment, developing an individual learning plan for each student, and tracking monthly progress using our methods of assessment outlined below, our students will make continual academic progress.

Annual Yearly Progress

The AYP is comprised of four major components. First, is the achievement of a 95% participation rate on assessments of CST's CAPA 10th grade and CAHSEE 10th grade. Secondly, the achievement of the annual measurable objectives (AMOs) in both ELA and math must be met. Thirdly, the school wide API is considered, with the exception of the 2014-2015 school year in which API will not be available. Lastly, the graduation rate is considered only for high schools and is based on the National Center for Education Statistics (NCES) completion rate. AYP is only available for high schools in 2014 due to the transition to CAASPP.

The No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on state standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. It is the clear intention of the founding group and SSCS personnel to do all that is required to be in compliance to make AYP and have a positive impact on the District.

Outcomes that Align with the State Priorities

The following is a table describing SSCS' outcomes that align with the state priorities and SSCS' goals and actions to achieve the state priorities, as identified in this charter.

Charter School Outcomes to Achieve State Priorities		
State Priority #1. The degree to which Teachers are appropriately assigned [E.C. §44258.9] and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials [E.C. §60119] and school facilities are maintained in good repair [E.C. §17002(d)].		
Annual goals to Achieve Priority #1	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement

<ul style="list-style-type: none"> • SSCS will hire and train highly qualified Educational Specialists. • SSCS will use standards-aligned curriculum options and instructional approaches to best prepare students for college and career pathways. 	<ul style="list-style-type: none"> • All newly hired Education Specialists will undergo a rigorous training process, which includes training on variety of educational philosophies, and how those relate to California content standards. • Teachers will engage in monthly professional development training sessions on curriculum and its application with a diversity of students in an independent study setting. • Student Instructional Funds will be used to provide each pupil access to standards-aligned instructional materials, unique to their educational needs. • Conduct annual Education Specialist survey. 	<ul style="list-style-type: none"> • 100% of the newly hired teachers have a valid California teaching credential. • 90% of Educational Specialists agree the professional development opportunities offered were relevant and beneficial to their job as an educator at SSCS. • 90% of Educational Specialists agree that SSCS has adequate access to standards-aligned instructional materials for their students. • All Education Specialists assigned to EL students will have CLAD certification or equivalent
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State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English Language proficiency.

Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
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<ul style="list-style-type: none"> • SSCS will provide Common Core Math and ELA aligned curriculum to all students. • EL students will be provided a network of supportive educational resources to gain academic content knowledge and English Language proficiency rooted in Common Core State Standards. 	<ul style="list-style-type: none"> • For grades K-8, all students will be given iReady Common Core Reading and Math online instruction. • For grades 9-12, students will be given access to Common Core standards-aligned curriculum. • Proven, research-based EL curriculum will be provided to all of the EL student population. • Weekly, small group tutoring classes for Math and ELA will be offered to EL students. • SSCS Title III Coordinator will facilitate the needs of the EL student population. 	<ul style="list-style-type: none"> • 100% of students in grades K-8 are offered iReady Common Core Reading and Math online instruction. • 90% of EL students utilize proven, research-based EL curriculum. • 80% of EL students opt to enroll in web-based tutoring for Math and ELA.
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State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • In our parent-driven educational model, parents will play an integral role in all educational decisions for their child enrolled in SSCS. • Each year, SSCS will facilitate parent participation in the LCAP Advisory Committee. • Each year, SSCS will facilitate parent participation for the bi-annual D/ELAC Committee. 	<ul style="list-style-type: none"> • Conduct annual parent survey. • At the beginning of each school year, all parents will be invited to attend the SSCS Back to School Parent Nights. • Educational Specialists will encourage their student's parents to get involved in the LCAP process for SSCS. • Title III Coordinator for SSCS will reach out to the parents of all EL student to encourage parent participation in the D/ELAC Committee. 	<ul style="list-style-type: none"> • 80% satisfaction rating on annual parent survey. • 10% annual increase in parent attendance for the 2014 Parent Night. • 10% annual increase in parent participation in the LCAP process for SSCS. • 10% annual increase in parent participation in the bi-annual D/ELAC Committee.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • SSCS students will participate in all statewide mandated assessments. • SSCS will make progressive growth gains in the Academic Performance Index (API). • EL students will make progress towards English language proficiency. • LTEL (Long Term English Learner) population will be provided highly targeted instructional support. 	<ul style="list-style-type: none"> • Testing centers for state mandated assessments will be coordinated to facilitate the participation of students spread out over multiple counties. • Response to Instruction (RTI) will be used to target students struggling and provide them with additional resources and support. • Intervention Coordinator will be • Title III Coordinator will ensure that all EL students are being provided additional support in their English Language development and are assessed annually with the CELDT. • LTEL students will be assigned an English Learner Teacher to make supplemental weekly home visits for ELA tutoring. 	<ul style="list-style-type: none"> • SSCS maintains 95% student participation in CAASPP assessments. • 80% of students participating in the RTI program demonstrate improvements determined by the Progress Monitoring assessments. • Appropriate point gains in annual API score. • 90% of LTEL students participate in supplemental EL home tutoring.

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • SSCS will maintain its high level of school attendance rates and low level of chronic absenteeism rates. • Middle school and high school dropout rates will be reduced at SSCS as a result of the school’s RtI (Response to Instruction) program. • SSCS will increase the high school graduation rate, and in particular, increase the passing rate of the CAHSEE. 	<ul style="list-style-type: none"> • Parents will remain active partners in the school and in the creation of daily learning opportunities for their child(ren), resulting in high attendance rates. • SSCS will minimize dropout rates through targeted intervention strategies organized by the SSCS Intervention Coordinator. • Web-based small group tutoring classes will be offered to all students preparing for their upcoming CAHSEE assessment. 	<p>70% of students scheduled to re-take a CAHSEE assessment participate in web-based CAHSEE tutoring courses prior to taking the CAHSEE.</p>

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Annual Goals to Achieve Priority # 6	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
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<ul style="list-style-type: none"> • Operate an independent study model program • Serve students in personalized learning environments • Inform students that SSCS is a school of choice • Provide students and parents with clearly stated expectations, updated policies and procedures regarding student behavior • Provide ongoing feedback regarding student progress toward meeting standards 	<ul style="list-style-type: none"> • Annually all parents and students must sign the written agreement regarding the charter school outcomes, philosophy, student outcomes and program requirements including: • Suspension and expulsion compliance stated in the Charter petition • Suspension and expulsion policies in the Parent manual. (school handbook) • Truancy policy in the parent manual (school handbook) • Civility policy in the parent manual (school handbook) • Bullying policy in the parent manual (school handbook) • All students' continued enrollment shall depend upon them fulfilling the terms of the written agreement. • Monthly Learning record meetings 	<p>Maintain suspension and expulsion rate for the most recent three year period of less than 3% of student population as reported on the Student Discipline data collection in CALPADS, and reflected on the SARC.</p>
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State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Annual Goals to Achieve Priority #7	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
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<ul style="list-style-type: none"> • Rooted in the philosophy of personalized learning environments and individualized learning plans, SSCS will provide a high level access to a broad course of study to all students, regardless of the state classification status of each enrolled student. 	<ul style="list-style-type: none"> • SSCS will continue to build and maintain an extensive list of educational vendors to provide broad selection of educational opportunities, unique to the specific needs of the student. • For students in grades K-6, non-core classes such as visual and performing arts, will be made available to every students enrolled. • For students in grades 7-12, students will be able to choose to enroll in a diversity of core and non-core elective courses, including a sequence of approved a-g courses. • SSCS will expand the offerings of CTE (Career Technical Education) course offerings for high school students. 	<ul style="list-style-type: none"> • New education vendors are approved each year to support students in “broad courses of study” specific to grades K-12. • SSCS maintains a 100% complete a-g course list for high school students. • Number of Educational Specialists participating in professional development opportunities for CTE courses is greater than 5.
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State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Annual Goals to Achieve Priority #8	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
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<ul style="list-style-type: none"> • SSCS will make academic growth progress in the Academic Performance Index (API). • SSCS will make academic growth progress in the California Standards Test (CST) for students enrolled in Science (grades 5, 8 and 10). • SSCS will make CTE (Career Technical Education) courses available to high school students. 	<ul style="list-style-type: none"> • SSCS will provide additional instructional support opportunities in the Common Core areas of Math and ELA for students identified struggling in the school's RTI (Response to Instruction) program. • SSCS will expand the science vendor options for all students. • SSCS will provide professional development training opportunities to Educational Specialists in the area Career Technical Education (CTE). 	<ul style="list-style-type: none"> • 80% of students participating in the RTI program will demonstrate improvements determined by the Progress Monitoring assessments. • Number new science vendors will be added to the approved vendor list is greater than 5. • Number of high school students taking CTE classes is greater than 20.
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Methods of Assessment

All students will achieve the student standards by graduation, but not all students will progress at the same rate. Certificated Education Specialists 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 (CAASPP, CAHSEE, CELDT, and PFT) and a variety of the following:

- Monthly review of work,
- Annual portfolios,
- Parent, student, and Education Specialist observation,
- Norm and criterion referenced tests,
- Student demonstrations, and,
- Student grades.

Use and Reporting of Data

SSCS will give each student a baseline assessment when the student initially enrolls so that SSCS can track student progress. SSCS will keep a database system which will track the state mandated

test scores for each student. SSCS will report data to parents, and will post a yearly SARC report on the school website. SSCS will evaluate the data to see if any changes need to be made to SSCS' program on an ongoing basis.

IV. The Governance Structure of the School

For all purposes relating to this charter and the operation of SSCS, the governance of SSCS shall be divided and organized into two domains: first, the governance of each family home-based independent study environment, which, with the assistance and under the supervision of an assigned ES, shall be the responsibility of the parent(s) or guardian(s) of each student enrolled in SSCS; and second, the governance of the formal school supporting structure which provides the opportunity for each parent to utilize a family home-based independent study environment and administers each home-based independent study environment's interface with the State of California, which shall be the responsibility of IEM. Each of these two governance domains is equally important to the partnership between participating parents and IEM in successfully operating and governing SSCS.

A. Governance of the Family Home-based Independent Study Environment.

Research and experience have shown that when parents assume the role of teachers in cooperation with and under the supervision of an assigned ES in the context of home-based independent study schooling, they can create an effective and successful environment for educating their children. This charter recognizes that parents know and love their children better than anyone else, and should have the strongest motivation to provide their children with a loving, nurturing, educational environment which can best facilitate their children's involvement in learning. Through home-based independent study education, this charter provides parents with the opportunity to fully participate in their children's education and, in cooperation with and under the supervision of fully credentialed assigned ESEs, to fulfill the role of natural teachers dedicated to their child's education in a daily, hands-on way.

Under this charter and pursuant to a formal student agreement required by the State of California and administered by SSCS, each parent or guardian of one or more student enrolled in SSCS, in cooperation with and under the supervision of an assigned fully credentialed ES, shall create, maintain, and govern a home-based independent study environment in their home for each child enrolled in SSCS. Subject to and within the formal framework of this charter, SSCS policies and procedures, and to the fullest extent allowable under State and Federal law, each parent or guardian, in cooperation with and under the supervision of a fully-credentialed assigned ES, shall be responsible for governing their own home-based independent study environment by making decisions regarding their children's education, by selecting curricula appropriate for each child with assistance from SSCS staff, and by insuring that their children have what the parent(s) or guardians(s) deem the best educational opportunities available through SSCS.

B. Governance of the Formal School Supporting Structure.

As provided in California Education Code Section 47604(a), Innovative Education Management, Inc., a California non-profit public benefit corporation, shall, in all aspects, operate and manage SSCS as a California public charter school. In this capacity, IEM will oversee all aspects of the charter school's operations, and will act as liaison with the sponsoring district. IEM shall establish and approve all educational and operational policies and practices, establish all appropriate student policies and handbook(s), approve all contracts, prepare the school's annual budget and manage

the school's fiscal affairs, select and evaluate the school educational personnel, educational directors, and administrative staff, shall perform all other functions and make all decisions useful or necessary relating to the school's corporate form, functions, or operations, and shall take all such other actions as IEM may deem necessary or desirable to properly and efficiently manage and operate SSCS. IEM will act as SSCS's fiscal agent to the fullest extent of the law. In fulfilling all obligations relating hereto, IEM and SSCS shall comply with the provisions of Charter School Legislation and the California Department of Education directives regarding charter schools, and shall insure that a representative of IEM attends every Parent Council and Governing Board meeting.

C. The Parent Council.

SSCS shall have a Parent Council, which will consist of 29 parents of SSCS students. Except as otherwise provided herein, the members of the Parent Council shall be elected by a majority vote cast by the parents of SSCS students. The term of office for each member shall be two years, with 14 members elected in one year, and 15 members elected in the successive year, and similarly alternating thereafter. Elections shall be held during May of each year. Each election shall be by written ballot. Each family having one or more student(s) enrolled in SSCS on the date of the elections shall be entitled to one vote per enrolled student. No more than one parent from any family may serve as a Parent Council member at any time. In the event that one or more Parent Council seat becomes vacant for any reason, IEM may appoint a parent to fill that seat until the next election for that seat occurs.

The function of the Parent Council is to two-fold: to provide feedback and advice to IEM regarding SSCS students' and parents' home-based independent study experiences and concerns, as well as suggestions and ideas for improving the parents' and the school's educational programs; and to uphold the mission of the school and contribute to the success of SSCS by fulfilling the obligations set out herein.

A quorum of the Parent Council members necessary for the transaction of business shall be 15 members. All business of the Parent Council shall be by the majority of the quorum of members attending a Parent Council meeting, and shall be conducted according to bylaws consistent with this charter provided by IEM. The School's President, its Secretary, and all other appropriate officers thereof, shall be appointed by IEM. The President, or his/her designee, shall preside, but not vote, at all Parent Council meetings.

Each Parent Council member will each be a part of at least one school committee responsible for the following: WASC accreditation, student group educational activities, fundraising events, evaluative testing volunteer services, and the yearly graduation ceremony and other school events and activities approved by assigned administrative staff. Additionally, the Parent Council will perform any other function as directed or requested by IEM.

D. The Governing Board.

SSCS shall have a Governing Board consisting of five members of the Parent Council which shall be selected and appointed by IEM and approved by the Parent Council. All vacant seats on the Governing Board shall be filled by Parent Council members appointed by IEM which shall serve until permanent members are approved by the Parent Council. The function of the Governing Board will be to review and approve all policies or other matters which by statute or regulation require Governing Board approval, or any other matter as directed or requested by IEM. The term of office for Governing Board members shall be one year pursuant to bylaws consistent with this charter provided by IEM.

E. The Brown Act.

All meetings of the Parent Council and the Governing Board shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), shall take place at least semi-annually, and shall be held at a location within the sponsoring district.

F. Parental Involvement Ensured.

The charter school practices and policies will ensure parental involvement in student education through the provisions of this charter, through specific parent/student contracts required by law relating to each home-based independent study environment practices, curricula, and otherwise, and through participation with the Parent Council and Governing Board in fulfilling the responsibilities and activities as specified herein.

G. Sponsoring District Liability.

As outlined in Education Code section 47604(c), the Marcum-Illinois Union Elementary School District, as the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation, shall not be liable for the debts or obligations of the charter school. IEM shall insure that SSCS maintains a comprehensive range of insurance coverage, commensurate with that of other public schools of similar type and size, to protect both the School and the sponsoring district. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between IEM and the sponsoring district and a copy of this insurance policy will be available to the sponsoring district for review at their request.

V. Human Resources

Qualifications of School Employees

The Director of Teacher Support Services and the Director of Special Education Services will be responsible to ensure that all teaching staff meet the appropriate state and federal charter school requirements for general education and special education respectively. All charter school students are assigned to an Education Specialist 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. The school may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management and support services upon

approval from the IEM HR Director or CAO. All staff of SSCS will have the necessary qualifications, skills, experience, certification, and credentials to fulfill the duties outlined in their job descriptions. These documents and job descriptions shall be maintained on file at the IEM HR Department and shall be subject to periodic inspection upon request by the District.

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Compensation and Benefits

Education Specialist (ES) compensation will be based on the number of active students assigned to the ES for each official school day, the grade levels served, the years of service with an IEM school, and the school's current per student per day rate. All other staff will be compensated equitably and fairly based on market competitive rates. The charter school will offer medical, dental and vision healthcare insurance for eligible full-time employees (definition will be determined by the legal requirement for charter schools). Employees of SSCS shall participate in STRS, PERS, or Social Security depending upon eligibility with the corresponding agency.

Employee Representation

All employees of SSCS shall be employees of the charter school and not employees of any District or the SBE for the purposes of AB 631. This charter school shall be deemed the exclusive public school employer of the employees of SSCS for the purposes of the Education Employment Relations Act Section 3540.1 of the Government Code.

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Rights of School District Employees

Persons employed by SSCS shall not be deemed to be employees of the sponsoring district for any purpose whatsoever. All employees leaving the district to work at SSCS shall enjoy the same employee benefits as all other employees of SSCS with similar job classifications.

Health and Safety

SSCS shall comply with all of the requirements of Education Code section 44237 to ensure the safety of employees and students. SSCS will comply with all applicable laws, including the Family Education Rights and Privacy Act, concerning immunization, health and safety, first aid, child abuse reporting and related issues for both employees and students. All employees of SSCS will furnish criminal record summaries in accordance with Education Code section 44237.

Dispute Resolution

Any dispute between IEM or SSCS and the sponsoring district (collectively "the Parties") shall be resolved in accordance with the following procedure. The term dispute means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or any MOU between the parties, which does not constitute a severe and imminent threat to the health and safety of pupils. The parties will first attempt to resolve disputes between themselves by discussion and agreement between the District Superintendent or designee and the district liaison of SSCS within thirty (30) days of any party identifying any such dispute in a written notice sent to all other parties. If the parties are unable to reach agreement, the dispute shall be referred to non-binding mediation

before a single neutral mediator. A request for mediation shall be in writing and must be served on the non-requesting party no later than fourteen (14) calendar days from the date the parties last met to discuss the dispute but were unsuccessful in reaching an agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or MOU. The mediator shall be selected by mutual agreement. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation, unless extended by mutual agreement for the convenience of the parties and/or mediator. The costs of mediation shall be born equally by all of the parties. No party shall commence any litigation or other administrative action in connection with any dispute relating to this Charter or any MOU between the parties without first exhausting this dispute resolution procedure.

All matters not resolved by agreement or mediation as provided herein shall be submitted to binding arbitration before a panel of three arbitrators. Each party shall select one arbitrator, and the two arbitrators selected by the parties shall select a third arbitrator who shall preside over the arbitration panel.

VI. Student Admissions, Attendance, and Suspension/Expulsion Policies

Student Admission Policies and Procedures

SSCS is family home-based independent study educational program. Pursuant to applicable law, students qualified under relevant statute(s) and regulation(s) will be considered for admission without regard to ethnicity, national origin, gender, and disability or achievement level. Admission will not be determined according to the place of residence of the student or parents, except as required by law. Prior to admission, each student's parent(s) or guardian(s) must sign a written agreement regarding the charter school outcomes, philosophy, program, and any other applicable requirements including special education services offered by the charter school. All students' continued enrollment shall depend upon them fulfilling the terms of the written agreement.

Charter schools are schools of choice. All students in the Marcum-Illinois Union Elementary School District, neighboring districts and K-12 students residing in counties contiguous with and including Sutter County are eligible to attend SSCS. If more students apply than can be admitted, the following admission processes will be followed:

In the event that the number of students who wish to attend the school exceed the school's capacity, a lottery system will be used to determine those selected to attend. Admission preference will be given first to siblings of current students and to those students residing within Marcum-Illinois Union Elementary School district boundaries and then to students who live in other communities and counties served by the school.

SSCS will be open to all K-12 students, including those with special education and Section 504 needs. SSCS will support the administration of special education services and will participate with the SELPA in mandated Child Find responsibilities. SSCS staff will be instructed regarding mandated Special Education Child Find responsibilities and referral procedures.

The charter school shall comply with all laws establishing minimum age for public school attendance. For a maximum age limit, the school shall allow only pupils over 19 years of age to attend if they have been continuously enrolled in public school since age 18 and continue to make satisfactory progress towards a high school diploma, or, in the case of qualified children with disabilities, as required by law.

Non-Discrimination

The means by which the charter school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition was submitted will consist of public announcements of the school's program that will neither encourage nor discourage any particular racial or ethnic group from gravitating to the charter school. SSCS will maintain information concerning the ethnicity of all SSCS students, and if the balance is not reflective of that of the sponsoring district, a committee of school parents, teachers and SSCS staff will meet to discuss the imbalance and explore available options, which may include additional outreach initiatives, to remedy the situation.

Public School Attendance Alternatives

Enrollment at this charter school is entirely voluntary for all students. Attendance at district of residence public schools shall be an option for all students who do not choose to attend this charter school.

Suspension/Expulsion

Students may be suspended or expelled from SSCS for any act specified in Ed Code Section 48900, non-compliance with the terms of the written student agreement, or any material violation of any of the conditions, standards or procedures set forth in the charter, the school handbook, the student agreement, or the school's policies and procedures.

Based on information regarding student behavior or performance as specified above, SSCS will send a suspension or expulsion notice to the student's parent(s) or guardian(s). The parent(s) or guardian(s) of a student who has received a suspension or expulsion notice may request a hearing where the parent and the student shall be given an opportunity to participate and present facts relevant to the issues set forth in the notice. In the event of any such request, an assigned school administrator shall appoint a Hearing Committee composed of five (5) members consisting of one teacher, one advisor and 3 members of the Governing Board which shall conduct a hearing regarding the notice. After the hearing, The Hearing Committee shall send its recommendation to the assigned school administrator and the district liaison. The assigned school administrator and district liaison, together, will make all final decisions concerning suspension, expulsion, or reinstatement of suspended or expelled students. In the event of a student's expulsion, SSCS will notify the student's district of resident of the student's expulsion.

The school's Special Education Director shall be consulted in all cases of potential suspension or expulsion relating to Special Education students to ensure compliance with all applicable statutes.

If a student who is not a resident of the district is expelled, South Sutter CS shall notify the student and the student's parents or guardians in writing of the student's duty to attend the school district in which the parent or guardian reside. If the notice relates to any expellable act listed in Education Code 48900, South Sutter CS will send a copy of the notice to the district in which the parent(s) or guardian(s) reside. When the student is a resident of the District, and is expelled by South Sutter CS for any expellable act as listed in Education Code 48900, and the parents have not agreed to a stipulated expulsion, the District shall review the expulsion hearing record and file to determine whether the student was afforded due process required by law. If South Sutter CS failed to follow due process procedures, the student will either receive a new hearing by South Sutter CS or be re-enrolled in South Sutter CS.

VII. Financial Planning, Reporting, and Accountability

Budget

Attached is the 2015-2016 budget and cash flow spreadsheet.

Financial Reporting

IEM shall implement and manage all financial reporting and business services for this charter school.

Administrative Services

All operations shall be subject to annual audit according to strict accountability standards.

IEM shall provide all general and Special Education administrative services necessary for SSCS's efficient operation, for which it shall be compensated as set forth in the annual SSCS general and Special Education budgets, or such other amounts for administrative fees as may be indicated in amended or interim budgets. Administrative services shall include, but not be limited to:

A) School Systems

1. Collect documentation for charter and employer tax status and complete authorization forms.
2. Correlate with authorizing District to ensure that the charter school database systems meet district reporting needs and requirements.
3. Maintain the school's general ledger per the State Standard Account Code Structure.
4. Maintain the School Database System that incorporates general information about the school into categories from which specific data and needed reports can be extracted on-demand continuously. Examples of categories are student demographics (as needed for the statewide CALPADS system), student attendance, employee data, and instructional materials tracking. IEM will work with SSCS to define these categories and establish them into a fully functioning database and reporting system.

B) Revenue

1. Prepare the annual Charter School Funding Survey and submit it by the required deadline.

C) Vendor/Purchasing

1. Process credit applications for the school in order to set up accounts for ordering/purchasing supplies.
2. Maintain effective business relations with SSCS approved vendors for various purchasing needs.
3. Identify and obtain bids from Health Insurance Companies on behalf of the school. Review contracts and secure health benefit insurance coverage with vendor on school's behalf.
4. Identify and obtain bids from Liability Insurance Companies on behalf of the school. Review contracts and secure liability insurance coverage with vendor.
5. Recommend limits and coverage to the school administrative personnel as needed.
6. Identify, negotiate, and establish credit limits with vendors to set-up accounts for purchasing textbooks, instructional materials, and equipment, as needed.

D) Budgeting & Forecasting

1. Work with school education directors to develop an annual budget for the subsequent fiscal year beginning in January of each year for Board review no later than June 1st. The annual budget will include a projected monthly cash flow for the year.
2. Upon the approval of the State Budget, IEM will work with the school's education directors to perform any needed revisions to the school budget to reflect legislation adopted.
3. Build multi-year budget projections based on Annual Budget adopted.
4. IEM will perform a mid-year forecasting for the school based on Actual Year-To-Date revenue and expenditures at the end of December to highlight possible budget outliers. Another forecast will be done in March of each subsequent year.

E) Accounting Services

1. Establish and maintain the school's general ledger per the State Standardized Account Code Structure. IEM will monitor and edit revenue and expenditure account code structure, add program and location codes when needed, and perform all other regular maintenance.
2. Perform monthly reconciliation of all Balance Sheet items.
3. Accounts Payable - Process vendor invoices/bills for payments including verify approval of payment to determine cash flow availability, verify non-duplication of payments, log appropriate accounting entries, produce check payments utilizing the County Commercial Warrant System, and verify check security.
4. Accounts Receivable- Review prior year accounts receivable and monitor receipt of revenue and insure that revenue is coded appropriately. Perform collection activities to receive funding past due. Perform quarterly analysis of outstanding revenue balances for the year.
5. Monthly, perform a compliance check of auditable items and address any potential problems.

F) Financial Management Reporting

1. Monthly, prepare and publish to appropriate IEM and School Directors, Actual vs. Budget, Cash Flow Projection, and other fiscal reports as needed.
2. Quarterly, prepare and review Standard Reports with school administrative personnel regarding unusual items and unfavorable trends.

3. Perform on-going analysis of actual versus budget and prepare written review of financial activity for month. Perform on-going analysis of actual versus budget.
4. Monitor cash flow for school.
5. Attend District Board or Superintendent meetings and report on school's finances as requested by the authorizing District.
6. Deposit all funding received by the SSCS.
7. Ensure formal annual school financial audit preparation and compliance.

G) Training Assistance

1. Provide support and training for administrative personnel to understand the different financial reports and understand how to read them.
2. Provide support and training for school staff to understand coding of expenditures per the State Standard Account Code that IEM uses to meet State and District requirements.
3. Provide workshop designated to outline school finance and budget development as well as strategic planning for school administrators, staff, and stakeholders.
4. Provide SSCS with policies and procedures relating to fiscal, personnel, student discipline, and other matters as appropriate.

H) Payroll Processing

1. Maintain employee payroll information in the accounting program, and process any status updates, new hires, termination, and or informational changes that must be reflected in the accounting program.
2. Process payroll.
3. Reconcile payroll checks.
4. As required by law, calculate federal and state payroll tax payments each month and submit for payroll tax payments.
5. Health Benefits Administration- perform monthly reconciliation of vendor payments for each health plan option, process status updates and information changes, and prepare payment authorization forms.
6. Retirement plan administration- perform monthly reconciliation of vendor payments for each plan option and process status updates and information changes.
7. Retirement/Pension reconciliation- perform monthly reconciliation of vendor payments for each retirement plan option and process status updates and information change.

I) Personnel

1. Perform new hire and consultant reporting as appropriate and required by law.
2. Prepare, review, and distribute W-2s and 1099s as required by law.
3. Monitor and remedy all personnel "red flags" from daily database alerts.
4. Monitor and review all submission of State Disability, Worker's Comp, and Unemployment claims. Oversee and complete claim forms and work with the County and State in tracking claim results.
5. Maintain and store employment records for SSCS. Review and monitor files for accuracy and completeness. Retain copies of employment records for all employees and consultants in a secured setting.
6. Perform New Hire Processing including reference checks, verification of eligibility for employment, medical clearance, general employee orientation, and health benefit orientation if applicable. Perform exit interview and conduct exit paperwork for employees leaving the school.

7. Process pre-employment data requirements such as DOJ Live Scan clearances and tuberculosis test results.
8. Oversee administration of employee benefits programs.
9. Conduct formal review and inquiry re employee complaints concerning discrimination and harassment.
10. Assist in the development of school employee handbook.
11. Assist in the development of school employee performance evaluations.
12. Facilitate teacher credential application assistance, information and expiration notification.
13. Implement teacher and staff assignments and vacancy advertisement postings.

J) Enrollment

1. Input student applications into database.
2. Identify and notify Special Ed Department of SE applicants.
3. Weekly and monthly student count reports prepared and submitted to school and/or authorizer.

K) Cumulative Folders

1. Handle requests made for each student's folder from prior school.
2. Ensure information entered into database verifying birth certificate, immunizations and official transcripts.
3. Forward student folders/records for dropped students sent out to new school on request.

L) Immunizations

1. Ensure proper immunizations are secured.
2. Enter immunization information into database.
3. Monitor all conditional students.
4. Mail immunization information out to parents.
5. Complete yearly assessment reports for State Health Department.

M) Child Health and Disability Prevention Program for 1st grade

1. CHDP Information mailed to parents of kindergarten & 1st grade students.
2. Information recorded into database.
3. CHDP Annual School Report Prepared and submitted to District.

N) Attendance

1. Receive and enter all incoming attendance roll sheets.
2. Prepare ADA Reports monthly, and mail to District and school education directors.
3. Generate tri-annual reports (P1, P2, P3 and revised P2) in order to complete State funding requirements for the school.
4. Supply requested data to auditors for individual school audits.

O) Transcripts

1. Transcript processing and administration for grades 9-12.
2. Make requests for official transcripts from previous schools.
3. Send out official transcripts to schools when requested.

4. Information is entered for each student as a permanent record.

P) Reporting and Required Annual Reports

1. Prepare and supply annual CBEDS Report to District and school administrators.
2. Prepare and submit SNOR Report to State.
3. Prepare and submit Demographic Data Report to State.
4. Prepare and monitor the Welfare Tax Exemption application annually.
5. Administer and maintain any student assessment and accountability reports as required including the State mandated tests and API scoring.
6. Prepare and submit all CALPADS reports.
7. Prepare and publish annual updates to the SSCS LCAP.
8. Complete annual Charter Schools Information Survey.
9. Complete the Mandated Block Grant Application.

Q) Consolidated Application and Reporting System(CARS)

1. Apply annually for the following:
 - a) Title II Part A (Teacher Quality);
 - b) Title III Part A LEP.
2. Report Title II Part A (Teacher Quality) expenditures.
3. Provide Certification of Assurances as required by CARS.

R) Compliance and Fiscal Reporting

1. Twice a year, prepare J-210 Budget report, including budget summary, ADA report, cash flow report, and break-out of revenue detail.
2. Twice a year, prepare J-250 Interim Financial Reports and submit to the District.
3. Annually, prepare the J-200 Final Actuals Report and Program Cost Report.
4. Prepare payroll tax filing reports quarterly for state and federal.
5. Prepare the annual payroll tax filing report.

S) Technical Assistance and Facilitation

1. Review the Governor's Budget and notify the school directors of any significant changes in legislation or funding and re-adjust school budget to actuals.
2. Provide updated and necessary changes for attendance systems.
3. Handle all compliance issues for funding.
4. Provide loan packaging.
5. Facilitate lease negotiations.
6. Establish Accounts Payable & Receivable process in line with annual school fiscal policy and facilitate and record all transactions.
7. Implement all required Risk Management Protocols.
8. Negotiate and manage contracts pertaining to facilities and support services.
9. Direct facilities management including capital projects, space planning, lease management and office equipment.
10. Provide ongoing informal audits of payroll ledgers, employment files, etc. to insure compliance.

Facilities

SSCS shall request an attached rent-free facility from the District to facilitate SSCS administration, and will pay the District 3% ADA for oversight as required by Education Code section 47613 (b).

Transportation

All transportation to and from the charter school including transportation to all related school programs is the sole responsibility of enrolled students' parents or guardians, and is not the responsibility of this charter school, except as may be required by law for students with disabilities.

Audits

IEM will cause an annual financial audit of the charter school to be conducted by an independent auditor, employing generally accepted accounting principles and experienced in State charter school law. Audit reports will be completed and available for review by the public and submitted to the District Board of Trustees following the protocol established by the district for such audits. All audit exceptions and deficiencies will be resolved as determined by state law and this charter. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified by IEM to meet the auditor's specifications and such modifications will be sent to the District Board of Trustees within three (3) months of the auditor's report.

As outlined in Education Code section 47604.3, the charter school shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority or from the Superintendent of Public Instruction and shall consult with the chartering authority or the Superintendent of Public Instruction regarding any such inquiries.

Annual Reports

The school will complete and file any annual reports required pursuant to Education Code Section 47604.33

Mandated Costs.

Though under California Law SSCS may not be required to meet the same health, safety, and welfare requirements for its students as mandated for non-charter public schools, IEM, on behalf of SSCS, reserves the right to do so if it determines that such will best provide for SSCS' students' health, safety or welfare, but shall not be required to do so unless specifically required by law. SSCS shall comply with all state mandates required for Non-Classroom Based Instruction and Independent Study based charter schools.

SSCS reserves the right to directly file with the State of California or other applicable governmental agency(s) requests for state mandated cost reimbursement. In the event that through the operation of law or otherwise South Sutter Charter School is prevented from either filing its request for mandated cost reimbursement directly with the State of California or other applicable governmental

agency (s) or receiving reimbursement for such state mandated costs of from the State of California or other applicable governmental agency (s) through direct application there for, then South Sutter Charter school submit its mandated cost reimbursement requests to the District, and the District shall include such requests with its own requests for mandated cost reimbursement. Upon receiving reimbursement for any South Sutter Charter School mandated costs, the District shall forward such reimbursement to South Sutter Charter School after deducting there from all documented costs of processing.

In order to meet the health, safety, and public accountability requirements of all public school children at South Sutter Charter School, the charter school may choose to comply with any current or future mandates that directly pertain to the health, safety, and welfare of charter school students, in addition to any mandates that must be performed to satisfy the State's testing and graduation requirements. It is the express intent of South Sutter Charter School to file directly for reimbursements. If a reimbursement claim can only be filed through the sponsoring district, the sponsoring district agrees to fold the Charter School claim into its claim and pass through the Charter School funds when received.

Eligible expenses which the sponsoring district incurs as a result of current charter school law, subsequent charter school legislation, or CDE interpretations of these laws are not the responsibility of the Charter School and should be addressed by the sponsoring district through the State's Mandated Cost Reimbursement Program.

Closure Protocol

In the event SSCS closes, IEM shall document and effect its closure by official action which shall identify the reason for the closure. IEM shall promptly notify the District and SSCS students and parents of the official action and the effective date of the school closure. SSCS shall provide information to assist parents and students in locating suitable alternative educational programs.

As applicable and consistent with statute, SSCS will provide parents, students, and/or the District or subsequently selected school(s) with all appropriate student records and will otherwise assist students in transferring to their next school(s). All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. §1232g. As soon as reasonably practicable, IEM will prepare final financial records and shall commission an independent audit by a qualified Certified Public Accountant selected and paid for by SSCS to determine the disposition of all assets and liabilities of SSCS. The results of the audit shall be forwarded to the District upon completion.

Upon the school's closure, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all accrued ADA apportionments and other revenue generated by students attending SSCS shall remain the sole property of the charter school subject to all audited and verifiable claims documented in the final audit as provided herein. In the event that charter school is dissolved, all such property shall be distributed in accordance with applicable state law.

VIII. Impact on the Charter Authorizer

Impact to the charter authorizer shall be minimal. IEM shall provide or cause to be provided to the District all reports and oversight documents in the type and format requested.

Services obtained from Charter Authorizer

Details of any business or administrative services, special education services, costs and funding between the district and SSCS shall be detailed in the MOU. In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this Charter, which are inconsistent with but applicable to the terms of this Charter, the parties agree to amend this Charter and any applicable MOU provisions to accord with any such changes.

Term and Renewal

The term of this Charter shall be five years and may be renewed for subsequent five-year terms by the District Board of Trustees. The District Board of Trustees must act to renew or not renew this Charter no later than six (6) months prior to the date this Charter expires. The term of this renewed charter shall begin on the July 1, 2015, and if it is not renewed as provided herein, shall expire on June 30 after the end of the 15th academic year of SSCS's existence.(June 30, 2020)

Revoking the Charter [Ed Code Section 47607(c)(1)].

The District Board of Trustees may revoke the Charter if it finds that SSCS did any of the following:

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.
2. Failed to meet or pursue any of the pupil outcomes identified in the Charter.
3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. Violated any provision of law.

Amendments.

This Charter may be amended by one or more written agreements between IEM and the District Board of Trustees.

ASSURANCES

This form is intended to be signed by a duly authorized representative of the applicant and submitted with the full application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for the renewal of the California public school charter school South Sutter Charter School within the boundaries of the Marcum-Illinois Unified School District 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 the renewal, the Charter School:

- Shall 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)]*
- Shall be deemed the exclusive public school employer of the employees of the South Sutter Charter School for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.) *[Ref. California Education Code §47605(b)(5)(O)]*
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605(d)(1)]*
- Shall not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
- Shall admit all eligible students who wish to attend the South Sutter Charter School, and who submit a timely application, unless the charter school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). *[Ref. California Education Code §47605(d)(1)]*
- Shall adhere to all provisions of federal law relating to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Title 5 CA Code of Regulations, §11967.5.1(f)(5)(C)]*
- Shall 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)]*
- Shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of

district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code §47605(d)(3)]

- 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.

Sharon McIntosh

Authorized Representative's
Signature

2-10-2015
Date