

Antioch Charter Academy

The Learner-Centered School, Inc.
3325 Hacienda Way
Antioch, CA

Charter Petition Renewal

Submitted to Antioch Unified School District
March / 2013

Original Charter Approved September 1998
Renewed in 2003 & 2008

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Antioch Charter Academy
Charter
Charter Petition

AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, the Lead Petitioner hereby certifies that the information submitted in this application for the renewal of a California public charter school named ACA, located within the boundaries of the Antioch 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 a charter,:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of the ACA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter Schools shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. California Code of Regulations Section 11960]
- Admission in the ACA shall not be determined according to the place of residence of a pupil, or of his or her parent or guardian, within the state. [Ref. California Education Code Section 47605(d)(1)]

Todd A. Heller
Authorized Representative

6/4/13
Date

CHARTER OF ANTIOCH CHARTER ACADEMY
A CALIFORNIA PUBLIC CHARTER SCHOOL

I. DESCRIPTION:

This Charter for the renewal of ACA (hereinafter “Charter”) shall take effect upon adoption by the Antioch Unified School District (“District”) Governing Board for a term of five (5) school years, commencing July 1, 2013 and continuing through June 30, 2018. ACA shall be operated by The Learner-Centered School, Inc. (hereinafter “Corporation”), a nonprofit public benefit corporation duly organized under the laws of the State of California (hereinafter Corporation and Academy collectively referred to as “Charter School”). The District previously granted a charter to Antioch Charter Academy (“ACA”) in 1998, and renewed that charter in 2003 and 2008. Since approval of the ACA charter, the ACA has become one of the highest performing public schools in the State as evidenced by its performance on the California Academic Performance Index (API). ACA achieved an API of 815 in the latest report from the California Department of Education, maintaining the statewide performance target of 800 for each of the past 10 years. ACA attained its API growth target in the prior year both schoolwide and for all numerically significant pupil subgroups served by the charter school, and therefore meets the renewal criteria as defined in Education Code Section 47607(b). ACA received initial accreditation from the Western Association of Schools and Colleges (WASC) in 2009 and received full accreditation for a period of six (6) years beginning in Spring 2012 through 2018. ACA has strong fiscal reserves and clean audits for each year of operation, as well as low teacher turnover and high pupil retention rates. ACA currently serves grades K-8 and has a waiting list of over 900 students who have applied to be admitted to the school.

The mission of ACA is to facilitate students’ educational and personal growth by nurturing and supporting a partnership of students, teachers, families and the community; by building upon research-based educational philosophies; and by encouraging critical thinking, individual strengths, and diverse learning styles.

Our vision is to provide a learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility. The targeted student population consists of families desiring a positive and innovative change in public education with an emphasis on individualized instruction.

II. TARGET STUDENT POPULATION:

The target student population for the charter school has become more reflective of the District’s student population. Currently the school's pupil demographics are as follows:

The school's current diversity balance is 18% Hispanic or Latino, 61% White, 10% African American, 4% Filipino, 6% Asian, 1% Pacific Islander, 0% American Indian / Alaska Native, and 0% Other / No response.

The ACA's student population is not currently aligned perfectly with the District demographics, however it has become more reflective of the District's student population as evidenced by the steady increase in the Hispanic / Latino population as well as the steady enrollment of African American and Asian student population. ACA has instituted a comprehensive recruitment and marketing campaign to ensure that its demographics more closely represent those of the District. An explicit recruitment strategy will move the student population to be more closely aligned with the District's demographics. This change in demographics may require some minor changes to the instructional program currently operating at ACA, though the petitioners believe that the existing academic program is robust enough to serve all students regardless of their background as demonstrated by the results of the current ACA test scores. The ACA will study test score results and adjust curricular strategies if this is called for during the charter term based on the needs of any statistically significant subgroup. Teachers will receive professional development in multi-cultural awareness and administer Sheltered Instruction as defined within CLAD certification. We believe this will address the potential change in demographics of the student population for the charter school. Again, we will adjust our program as necessary based on test score results with the goal of educating all students enrolled in the school.

III. AN EDUCATED PERSON IN THE 21ST CENTURY:

An educated person in the 21st century should be able to:

1. Communicate clearly and effectively with others orally and in writing in academic and social environments.
2. Work collaboratively and cooperate with others.
3. Organize materials and self.
4. Manage time effectively.
5. Accomplish goals.
6. Work independently.
7. Identify themselves as lifelong learners.
8. Demonstrate use of Lifeskills and Lifelong Guidelines in daily life.
9. Have and show respect to others and self, including respect to diversity.
10. Contribute to society and feel empowered to make change.
11. Demonstrate an understanding and appreciation of the Enrichment Program and the Arts.
12. Think creatively.

An educated person in the twenty-first century must be able to understand and interpret written information, locate data to answer questions, and follow directions. He/she must be able to communicate thoughts, information, and opinions, in writing; use appropriate language style, organize, and use varied writing formats; use correct punctuation and

grammar. He/she must be able to solve multiple-step problems by correctly choosing and using mathematical methods. He/she must be able to pay attention to, interpret and respond to verbal and non-verbal messages. He/she will organize ideas and communicate in a concise and accurate manner. The program has the objective of enabling pupils to become self-motivated, competent and lifelong learners.

A well-educated person in the twenty-first century should be able to plan the use of time, people, money, and materials. He/she should be able to think creatively; generate new ideas, imagine novel ways to perform tasks, and apply the latest ideas to new situations. He/she must be able to make decisions; to specify goals, identify obstacles, generate alternatives, and choose the best alternatives. He/she must be able to analyze problems; to identify the causes of problems and devise plans of action.

A well-educated person in the twenty-first century should possess the following interpersonal skills: work with others toward a common goal, contribute ideas, resources, and effort to the team. He/she should be able to teach (help others learn), provide timely and constructive feedback. He/she should be able to lead; set the direction for a work group, and motivate others to perform to their potential. He/she must be able to negotiate; to mediate differences between individuals or groups, and work toward agreement. He/she must be able to work with others from diverse backgrounds.

A well-educated person in the twenty-first century must be able to process information; employ computers to acquire, organize, analyze, and communicate information. He/she must be able to evaluate information to ascertain the relevance and accuracy of information. He/she must be able to interpret and communicate information; to select, analyze, and communicate information orally, in writing, or by other media.

The Charter School will develop quantifiable measures to assess mastery in meeting the preceding list of what an educated person should know and be able to do. These measures will be included in each annual report so the District can monitor progress towards these goals.

IV. HOW LEARNING BEST OCCURS:

Learning occurs best in a non-threatening, enriched environment where meaningful content is taught in an integrated thematic framework. Students can make choices, and can be given adequate time to progress at their own pace. They are allowed to collaborate on their work, receive immediate feedback to evaluate their own work, and reach a level of mastery.

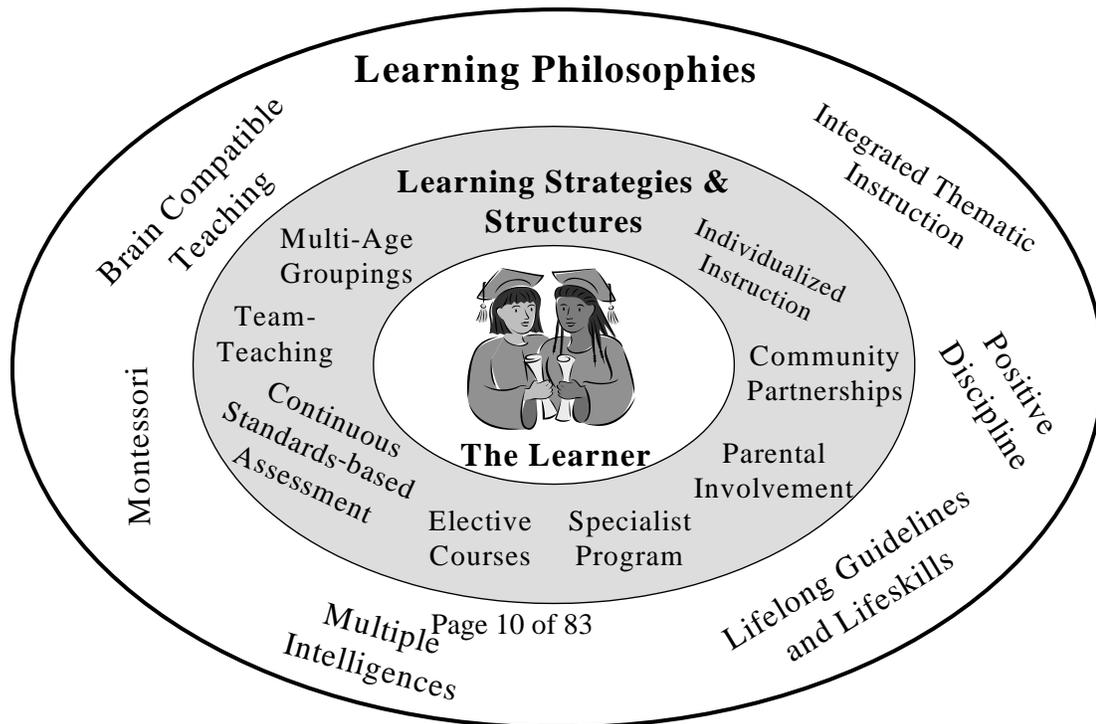
The goals of ACA include the creation and implementation of an environment that enables each student to become a self-motivated, competent, life-long learner and to provide each child with the tools to become a successful, well-educated, and contributing citizen of the twenty-first century. ACA will also enable each student to identify and develop his or her own multiple intelligences and learning style.

ACA will improve pupil learning and increase learning opportunities for all pupils through an innovative model of schooling whereby children can identify their strengths and interests. This model integrates core learning philosophies with key educational strategies and structures, and is designed to meet the students' educational, emotional and social needs in a natural learning environment.

ACA's educational program will utilize elements of the Montessori Philosophy, the Multiple Intelligence Theory, Brain Compatible Learning, Positive Discipline, Highly Effective Teaching (formerly ITI), which includes Lifelong Guidelines and Lifeskills, while incorporating the California State Standards to create and implement curriculum for the students of ACA. The program will also adhere to all state and federal compliance regulations. These philosophies, referenced in the diagram and descriptions below, will be delivered within a small school structure of multi-age grouping, and team teaching. The teacher student ratio will be thirty to one or less in grades K-8, but the School hopes to maintain a ratio of twenty to one. The School reserves the right to increase class sizes up to thirty to one for fiscal reasons even though to date it has managed to maintain much lower ratios even with dramatic State funding reductions and deferrals. The instruction is designed for, and predominantly delivered individually or in small groups. Parents play an integral part as partners in their child's education in the classroom through elective activities, Kindergarten Enrichment Program, primary / elementary committee members, Network support, etc. Throughout all grades (K-8), elements of these philosophies will be reflected in various materials and activities utilized by ACA teachers and students.

V. THE LEARNER-CENTERED SCHOOL:

The Learner-Centered School



A learner-centered school is one where the student is always the most important consideration for every decision made in the school. Regardless of whether the decisions being made are programmatic, financial, disciplinary or safety-related, the child's best interest is always the first consideration. Our diagram shows that the student is in the center of the picture. Surrounding that are the structural components of our learner-centered school, such as "Multi-Age Groupings", "Team Teaching", and "Parental Involvement." In the outer circle are our research-based educational philosophies which we believe to be the best way to educate children for the 21st century.

Educational Model (Core Learning Philosophies)

- **Brain Compatible Learning:** In his book, "Human Brain, Human Learning" Leslie Hart shows that students learn best in an environment that is absent of threat, where students can collaborate, are given meaningful content, can make choices, get immediate feedback, have adequate time in which to learn in an enriched environment, and are allowed to reach a level of mastery. Our goal is to ensure that all levels (Primary & Elementary, Intermediate, and Middle School) will be provided an environment that incorporates these principles into our daily program.

Mastery is indicated when the student can explain the problem or lesson in a peer teaching setting. Collaboration reflects cooperative learning and partner based assignments. Meaningful content is fact driven with daily life connections. Immediate feedback is teacher/student interaction during and upon completion of the assignment. Adequate time reflects the student determining the completion of an assignment and taking initiative for the next assignment. An enriched environment allows many topics of study, none of which are textbook nor teacher driven.

- **Multiple Intelligences:** Dr. Howard Gardner of Harvard University believes we all have developed and undeveloped intelligences which are divided into eight categories (linguistic, logical mathematical, musical, visual/spatial, bodily kinesthetic, interpersonal, intrapersonal and naturalist). Our guiding objective is to nurture all intelligences equally. All levels (Primary & Elementary K-3, Intermediate 4-6, and Middle School 7-8) will have opportunities to develop some or all of their intelligences; Curriculum is carefully designed by the teacher to provide opportunities for growth and development through research, enrichment programs and daily curriculum.
- **Montessori:** The Montessori philosophy has an unwavering belief in the individual—an individual who through time, experience and support becomes a self-disciplined, independent, and self-confident learner. Our goal is to train all of our instructors in the Montessori philosophy with the objective of creating an

identifiable consistency in completion of tasks for children as they move through each grade level.

In Primary & Elementary (K-3) the environment will be prepared for students to interact with specially designed materials that are hands-on which promote a concrete understanding of verbal, mathematical, and sensory skills. Curriculum concepts are introduced from large to small so that information gained by students will promote an understanding of the “big picture.” Students will understand how knowledge is connected, as they accumulate ideas throughout their lives. The Primary & Elementary classroom is a Montessori-based environment. Learning is made available through a prepared environment in which the classroom is prepared for standards-based learning, developing concepts independently using didactic interactive materials. Peer teaching is part of the environment through multi-age groupings. Individual instruction allows for differences and adjustments to the curriculum. Self discovery is part of the “control of error” included in Montessori materials.

In the intermediate and middle school levels, the Montessori philosophy is continued through the use of an integrated curriculum offering electives such as photography, foreign language, art, and sports, designed to develop the students’ multiple intelligences and allowing their accumulating knowledge to fit into the “big picture” of the universe. Many hands-on experiences and fieldtrips in science, math and social studies are offered to students as their knowledge developmentally matures to an abstract level.

At the intermediate level, students are given opportunities to complete research projects each trimester incorporating each of the eight intelligences indicated in Howard Gardner’s theory: linguistic, logical/mathematical, musical, visual/spatial, bodily kinesthetic, natural, interpersonal and intrapersonal skills. The middle school students complete theme-related, project-based research, perfecting oral presentation each trimester, according to a pre-established rubric.

Students at all levels are given long, uninterrupted work periods. As a Montessori concept, students learn to be independent, lifelong learners by managing their time. At the Primary & Elementary level, students manage one day’s work at a time as evidenced in their daily Goal Books. At the intermediate level, students manage one week’s work at a time, through the use of Learning Goals Folders. At the Middle School level, students manage multi-week projects and use academic planners to help them manage their time and meet deadlines.

- Highly Effective Teaching (HET, formerly ITI): HET is standards-based curriculum which has been planned to dovetail language arts, math, social studies and science components with an overall theme. Our goal is to tie these components closely to the theme(s) so that instruction will make more sense to students and give more opportunity for concepts to be presented to the

individual's learning strength. Lifelong Guidelines and Lifeskills, which are a component of HET, include trustworthiness, truthfulness, active listening, no put-downs and personal best. Lifeskills (e.g. cooperation, courage, initiative, perseverance and resourcefulness) define the lifelong guideline of personal best. Our goal is to help children build character traits that will serve them throughout life to be good citizens.

- **Positive Discipline:** Jane Nelsen's philosophy of Positive Discipline will be utilized in each classroom. All levels (Primary & Elementary, Intermediate, and Middle School), will hold classroom meetings based upon the Positive Discipline Classroom Meeting structure where students solve problems and plan activities utilizing an agenda. Students, led by teachers, give compliments to build community within the student body. Additionally, students are taught to discuss and solve problems peacefully following the guidelines of logical consequences which must be reasonable, respectful, related to the offense and reflect responsibility on behalf of the student who is being "helped" rather than punished.

VI. LEARNING STRATEGIES & STRUCTURES:

- **Multi-Age Grouping:** Our goal is to create classrooms of K-3, 4-6, and 7-8 groupings with the objective that children will progress along the continuum from easier to more difficult material at their own, varying rates.
- **Team Teaching:** Our goal is to have teachers partner together with no more than 20 students per teacher in a multi-age setting with the objective that students will have a greater choice of teachers with whom to connect and that teachers will inspire and support each other.
- **Individualized Instruction:** Our goal is to create classroom settings that address individual needs with regard to academics, emotional and physical structure, and time management. The objective of an individualized setting is to enable the teacher to check for understanding quickly and easily while more closely engaging and monitoring students.
- **Continuous Standards-based Assessments:** Assessment is a crucial part of learning development. Our goal is to employ the following assessment tools: standards-based report cards based on rubrics, portfolios of student work, standardized tests, teacher observations, student self assessments, and skill cards based on state and district standards.
- **Small Classrooms, Small School Size:** Our goal is to create a K-8 school of 200 or less students with a twenty-to-one ratio (or less) of students to teachers in each classroom. The objectives include increased attendance rates, decreased dropout rates, better grades, more extra activity participation and fewer behavior problems. We firmly believe that smaller class size leads to greater student

achievement and helps foster a life-long love of learning.

- **Parental Involvement:** Parents will be a vital part of our school's dynamics, and we recognize the importance of reaching out to parents and making them partners in their child's education. A variety of polls of educators show that increasing family involvement is the single best way to increase student achievement (*Farkas and Johnson, Given the Circumstances, 1996*). We support this philosophy and aim to engage parents.

Basic learning environment:

The learning environment is site-based and one of multi-graded classrooms or settings. The Primary & Elementary Classroom includes (Kindergarten through Third Grade); Intermediate Classroom includes (Grades 4-6); and Middle School Classrooms include (Grades 7-8).

The intermediate setting includes teachers divided according to study emphasis: Language Arts and Social Studies, Science, and Math. Each teacher is responsible for 20 students.

Students trade classrooms for language arts, math and science. Teachers plan themes. Each emphasis portrays that theme.

The Middle School setting includes teachers divided similarly to the intermediate classroom. Students rotate to different classrooms for Language Arts, Math and Science. Each are theme driven. Each teacher is responsible for students in the core subject of their teaching.

The Charter School's chosen instructional approach will enable students to achieve objectives specified in this Charter and master academic content standards in core curriculum areas. The Montessori model enables students to achieve objectives in core subject areas due to concrete and interactive learning opportunities encouraged by the didactic materials. The materials encourage repetition, control of error, opportunity to practice in different modes, matching, and individual or small group instruction. The Montessori model does not depend on linguistics for lesson delivery. Repetition of steps, materials, and Sequin's 3 Period Lesson encourages a sense of confidence. The Montessori model includes development of independence, individual empowerment, and elements of choice, time-management and respect for others.

The Multiple Intelligence Theory enables more students to recognize success in the core curriculum areas due to acceptance and delivery of learning in more styles than linguistics and logical-mathematical. Acknowledgement and credence for one's learning strength while concurrently developing individual emerging intelligences allows for positive reflections of self and an opportunity to recognize and accept the differences in peers. Practice in all eight intelligences encourages a variety of learning strengths to

develop.

Brain Compatible Learning empowers the learner to internalize concepts being presented. Mastery of concepts results when repetition, absence of threat, immediate feedback, and adequate time is made consistently available to the learner. Most importantly, an enriched environment is made available to the learner to inspire interest and initiation.

Positive Discipline offers the learner empowerment for self and others. The model encourages respect for the individual, peers and the environment. The environment results in a positive working community encouraging problem solving, using words. An environment allowing the individual to account for “the self” as related to the community gives a model in which empowerment is seen as power within the individual as opposed to power over others. Power within, is what results in growth academically, socially and emotionally.

Integrated Thematic Instruction gives more time to learning and investing new concepts because of the interrelatedness of the topic. The topic lends itself to the core curriculum and a variety of methods to absorb the knowledge being presented. Cooperation, perseverance, resourcefulness, and more are needed for optimal learning to take place.

The California State Standards is the umbrella that ties all the concepts together from Montessori to Integrated Thematic Instruction. The common thread that unites all our philosophies and allows them to be effective teaching strategies is brain compatible learning. Brain compatibility creates an environment that enables every child to learn to the best of his/her ability. The staff is reviewing the Common Core Standards at this time and will be addressing aligning our curriculum to these standards.

The proposed program for ACA strongly aligns to the school’s mission in the following ways:

Teachers, students, and parents work as a team and acknowledge that all three team members must be available to present the child with opportunities to succeed.

Mutual respect and appreciation for parents, volunteers, students, teachers and staff are present as evidenced through daily observation.

Critical thinking, acknowledging individual strengths, awareness and the celebration of diverse learning styles are underlying threads of the Montessori principles and Brain Compatible Learning. When all are present, a highly successful program is present.

VII. CURRICULUM DESIGN:

The California State Standards and Benchmarks will serve as the backbone of all ACA curriculum and students will be expected to meet those standards for each grade level. Teachers at ACA will use a variety of instructional strategies to design curriculum that will encourage each student to meet the grade level standards successfully. The ACA

Administrative Team shall be responsible for ensuring and monitoring that California curriculum standards and benchmarks, including the four curriculum areas of Education Code section 60605, are adhered to and implemented.

Teachers at all levels at ACA will use the California State Standards in Language Arts, Mathematics, Science and Social Studies as a guide to developing and selecting curriculum for their students. ACA will also ensure that California standards and/or testing requirements for physical education are being adhered to and implemented. Students experience state standards in multi-graded groupings in intermediate and middle school. Standards are presented to students in the Primary & Elementary grades (K-3) in ability groupings and skill needs. Intermediate (4-6) will use state standards for the four core areas mentioned above for those grades. Middle school will use the seventh through eighth grade standards with their students. In math and language arts, curriculum is based on the grade level and/or age of the student. The student will be working at his/her ability level which may be above or below grade level.

Original curriculum and innovative instructional strategies will ensure ACA's ability to improve pupil learning and increase educational opportunities for all students, especially those performing below academic standards. Curriculum will be designed based on the Backward Design model, which identifies the academic steps necessary for concept mastery. Using the Backward Design model, curriculum is developed by answering three vital questions: What academic concept is worthy and requires understanding? What is evidence of understanding that concept? What learning experiences and teaching promote understanding, interest and excellence within that concept? Teachers examine the learning goals, decide how students demonstrate learning through assessment and design learning experiences that will lead to understanding and mastery of the learning goals.

ACA's curriculum will also be designed with an emphasis on student choice and interest, as well as formal and informal assessment. Mastery of basic academic concepts is the ultimate goal in each student's learning. Designing curriculum based on student interest and choice, fosters student ownership of learning. Curriculum develops meaning for students when they are involved in the design and planning of activities. A student becomes excited to explore a concept if he or she has chosen that concept and is more likely to invest time and effort.

Overall curriculum at ACA will be based on three main learning philosophies. In accordance with these theories, curriculum will be introduced step-by-step, in a meaningful way and in alignment with the child's specific learning needs in order to obtain mastery of an individual academic concept. The use of these innovative instructional strategies provides parents with additional extended choice when deciding the educational path for their child.

The first of these philosophies is Howard Gardner's Multiple Intelligence theory in which learning strengths are identified in each student and curriculum is personalized in alignment with these strengths. Gardner's intelligence theory specifies eight distinct

learning strengths including linguistic, logical-mathematical, spatial, bodily kinesthetic, musical, intrapersonal, interpersonal, and naturalist intelligences. Every student at ACA will be tested to find his or her unique combination of Gardner's intelligences and learning experiences will be tailored accordingly. For example, a single math concept can be taught using visuals, hands-on materials, rhythm, kinesthetic body movements, group exploration, or real-life experiences depending on the student's needs. Through this, the teacher is providing the student with a direct and meaningful connection with the academic concept.

The second learning philosophy utilized at ACA is Leslie Hart's Brain Compatible Learning, which insists that students must have a connection with the concept in order for learning to occur. The theory also places importance on the uniqueness of each student's learning experiences, which must be taken into account when designing curriculum. Much like the Multiple Intelligence theory, this method places great emphasis on the individual needs of each student. Each student brings his or her own schema to the classroom. Personal experiences and partially developed understanding can have an effect on the learning of a concept. Teachers at ACA will use student experiences as a way to develop student understanding. For example, when learning about famous places, it is important to start with something familiar to spark student recognition. As the student progresses through that area of curriculum, he or she can share other personal experiences that make those places relevant. Familiarity helps the students build upon existing schema. Teachers will try to create unique learning experiences that are meaningful to all students.

The third learning philosophy is Maria Montessori's Montessori Method, which introduces independent learning, self-sufficiency, peer teaching, and academic discovery. This method teaches children how to become life-long learners and deeply explore academic concepts on their own terms. With this method, teachers are facilitators to student learning and provide the student with the materials necessary for concept mastery to occur. For example, a teacher will introduce the student to a new task by using familiar materials, show the student the steps necessary to complete the task and then will allow the student to work through the task independently.

A few key characteristics of Montessori education offered at ACA will include uninterrupted work periods, multi-age groupings, peer teaching, curriculum work centers and one-on-one teaching. Students will be given the opportunity to explore concepts at their own pace and level of understanding. The Montessori Method also includes an emphasis on character building, which will be evident within ACA classrooms. Each child will be responsible for personal materials, classroom materials, and classroom etiquette.

Math

The following is some of the Math curriculum for all grade levels (K-8). Curriculum for other courses (i.e. language arts) is available upon request. The staff is reviewing and

aligning its current math curriculum with the Common Core Math Standards.

Kindergarten

The student will write numbers 1-30 correctly using Math Their Way templates and activities.

The student will demonstrate counting 1-10 by using Montessori's Spindle Box.

The student will demonstrate place value with numbers 10-19 by using Montessori's Teen Board, Golden Bead Work (Tens and Units), and the Small Bead Frame.

The student will demonstrate an understanding of counting by tens using the Tens Board, Golden Ten Bars, The Power of Nine activities, counting dimes, etc.

The student will demonstrate combining sets (simple addition 1-10) by using The Addition Board, The Addition Chart Board, Math Their Way activities, Box It and Bag It, etc.

The student will demonstrate subtracting part of a set (simple subtraction 1-10) by using The Subtraction Board, The Subtraction Chart Board, The Bead Frame, Math Their Way activities, Box It and Bag It activities i.e. Piggy Bank Activity with pennies, etc.

The student will demonstrate an understanding of shapes by using the Geometric Cabinet drawers: the circles, squares, rectangles, triangles, trefoil, diamond, pattern blocks, equilateral triangle box, etc.

The student will understand the value of the following coins: penny, nickels, dimes and quarters by using counting activities and coin stamp activities from Math Their Way and Montessori Learning Concepts.

The student will understand the concept of hour and half hour using clock stamps, clock picture cards, Montessori Learning Concepts, Montessori Made Manageable cards.

First Grade

The student will demonstrate knowledge of addition facts 1-18 by using the Addition Strip Board, Addition Charts, Oral Games for Memorization of Addition, Small Bead Frame, etc.

The student will demonstrate knowledge of subtraction facts 1-18 by using the Subtraction Strip Board, Subtraction Charts, Fact Family activities, Oral Games for Memorization of Subtraction, Subtraction with the Small Bead Frame, etc.

The student will demonstrate a knowledge of the concept of ten by using the Golden Snake Game, The Teen Board, The Tens Board, the Golden Bead Work, the 1000 card layout, etc.

The student will demonstrate an understanding of static 2-place addition (no regrouping) by using the Golden Bead Work, the Small Bead Frame, The Stamp Game, etc.

The student will demonstrate an understanding of dynamic 2-place addition (regrouping) using the Golden Bead Work, The Stamp Game, etc.

The student will demonstrate an understanding of static 2 place subtraction (no regrouping) by using the Golden Bead Work, Ten Bar and Unit Work, the Small Bead Frame, The Stamp Game, etc.

The student will demonstrate an understanding of dynamic 2 place subtraction (regrouping) by using the Golden Bead Work, Ten Bar and Unit Work, the Small Bead Frame, The Stamp Game, etc.

The student will demonstrate an understanding of static division by using the Division Board Work , Unifix Cube math, etc. The student will demonstrate an understanding of greater than less than by using the Small Bead Frame.

The student will demonstrate an understanding of “what number is next” by using the Small Bead Frame, 1000 Card Lay Out, etc.

The student will demonstrate an understanding of Odd/Even by using one-one correspondence with a remainder concept, Math Their Way Activities, Primary & Elementary Concepts Math, etc.

The student will demonstrate an understanding of skip counting by 2’s, 5’s, and 10’s by using the Bead Cabinet, Penny Math, Nickels, and Dimes.

The student will demonstrate an understanding of hour, half hour and quarter hour by using the Montessori Made Manageable time cards.

The student will demonstrate an understanding of coin combinations using pennies, nickels, dimes, quarters, half-dollars using the Montessori Made Manageable money cards.

The student will demonstrate an understanding of fractions names and their parts: whole, halves thirds, quarters, fifth, sixths, seventh, eighths, and ninths using Fraction Insets.

The student will demonstrate an understanding of word problems by using the “Information, Operation, Number Sentence, Solution” format with addition and subtraction problems using the Stamp Game.

The student will demonstrate an understanding of sphere, pyramid, cylinder, prism, etc. using the Geometric Solids.

The student will demonstrate an understanding of dot, ray, segment and line using the Montessori Geometry program,

The student will demonstrate an understanding of place value to the 1000's place by using the 1000 Card Layout Work, Golden Bead Work., the Small Bead Frame, etc.

Second Grade

The student will demonstrate an understanding of addition facts 1-18 by using the Stamp Game, the Bead Frame, the Addition Charts, etc.

The student will demonstrate an understanding of subtraction facts 1-18 by using the Stamp Game, the Bead Frame, the Subtraction Charts, etc.

The student will demonstrate an understanding of multiplication facts 1-9 by using the Multiplication Board, Stamp Game, Multiplication Charts, etc.

The student will demonstrate an understanding of the Oral Games for Multiplication Facts.

The student will demonstrate an understanding of static (no regrouping) 3 place addition using the Stamp Game, the Large Bead Frame, The Golden Bead Work, etc.

The student will demonstrate an understanding of dynamic (regrouping) 3 place addition using the Stamp Game, the Large Bead Frame, The Golden Bead Work, etc.

The student will demonstrate an understanding of static (no regrouping) 3 place subtraction using the Stamp Game, the Large Bead Frame, The Golden Bead Work, etc.

The student will demonstrate an understanding of dynamic (regrouping) 3 place subtraction using the Stamp Game, the Large Bead Frame, The Golden Bead Work, etc.

The student will demonstrate an understanding of static (no regrouping) of 2 place multiplication problems using repetitive addition with the Stamp Game, the Golden Bead Work, The Large Bead Frame, etc.

The student will demonstrate an understanding of static division (no remainders) using the Division Board, Unifix Cubes, etc.

The student will demonstrate an understanding of dynamic division (remainders) using the Division Board, Unifix Cubes, Test Tube Division, etc.

The student will have an understanding of what comes next in increments of ten in , hundreds, thousands, ten thousands, hundred thousands in place value using the Large Bead Frame, the Bank Game, etc.

The student will have an understanding of time to five minute increments, quarter hour, half hour and hour using the Montessori Made Manageable Time Cards

The student will understand elapsed time using Montessori Made Manageable Time Cards.

The student will have an understanding of coins and dollar combinations using the Montessori Made Manageable Money Cards.

The student will have an understanding of addition and subtraction of fractions using the Fraction Insets.

The student will have an understanding of equivalent fractions by using pattern blocks and unifix cubes.

The student will have an understanding of Polygons and Quadrilaterals by using the Geometric Cabinet, The Geometry Sticks, etc.

The student will have an understanding of sides and faces of the basic shapes by using The Geometric Sticks and the Montessori Geometry program.

The student will have an understanding of right angle, obtuse angle and acute angle by using The Geometric Sticks and the Montessori Geometry program.

The student will have an understanding of word problems using addition (static and dynamic), subtraction (static and dynamic) , multiplication (static), and division (static) using the Stamp Game, Multiplication Board, and Division Board, etc.

Third Grade

The student will demonstrate an understanding of addition and subtraction facts 1-18 without manipulatives.

The student will demonstrate an understanding of multiplication facts 1-9 using the Multiplication Chart, Fact Families or without manipulatives.

The student will demonstrate an understanding of division facts 1-9 using Fact Families, the Division Chart, or without manipulatives.

The student will demonstrate an understanding of 4 place dynamic addition without

manipulatives.

The student will demonstrate an understanding of 4 place dynamic subtraction without manipulatives.

The student will demonstrate an understanding of 4 place dynamic multiplication using the Bank Game, the Checker Board Game, or without manipulatives.

The student will demonstrate an understanding long division using Test Tube Division or without manipulatives.

The student will tell time with analog and digital clocks with minute increments.

The student will demonstrate understanding of making change from a dollar(s) using coins/ dollar(s) as needed.

The student will demonstrate understanding for perimeter and area of geometric shapes using measurements given.

The student will demonstrate understanding of addition and subtraction fractions with different denominators.

The student will demonstrate understanding of word problems using addition, subtraction, multiplication and division using the Bank Game, Checker Board, Test Tube Division or without manipulatives.

The student will demonstrate place value knowledge to the hundred thousands place without manipulatives.

The student will round numbers to 10,000 to the nearest ten, hundred, and thousand.

Intermediate (4-6)

Students are divided into skill level groups based on an initial assessment of all 4-6 math curriculum.

- Students are grouped into math skill groups of about 12 students. There are 5 groups.
- Students attend two 45-minute math groups per week in these small groups of twelve
- Students are also given a weekly math project which may be related to the annual theme and is aligned with state standards.
- Math projects which are referred to as “Math Cards” are strictly aligned with the California State Math Standards.
- Students take weekly teacher-designed assessments on the “100 Facts” of math

which is a random sampling of the entire body of math for a given academic year, completely standards-based.

- Students plot error charts and math scores weekly.
- Students know what they already know, and seek help from teachers and other students for those skills not yet mastered.
- Students strive to reach a level of mastery because they want to move to the next level.

Middle School

- The middle school math curriculum is currently using the CPM method
- We operate on the 35% new material, 65% old material approach which only introduces 35% of math concepts that are new to the students and 65% is familiar material, thus allowing students to reach a level of mastery. It also increases motivation.
- CPM uses a cyclical approach with curriculum where students recycle skills and concepts until they feel confident that they have mastered the content which is strictly aligned to the California State standards and National standards as well.
- Students work in teams which aligns with our philosophy of Brain Compatible Learning
- Assessments are based on the CPM's method of testing twice per unit. This equates to approximately one assessment every two weeks. These assessments are based on and aligned directly with state math standards. (Correlation of CPM Mathematics 1, 2nd ed. (Algebra 1, v.6.0/6.1) and the California Mathematics Standards) and "Foundations For Algebra Year 2 Correlation with the California State Standards for Grade Seven" were attached to the original Charter, and are incorporated by reference, to this Charter.

VIII. DIFFERENTIATED PROGRAMS:

The Administrative Team shall be responsible for ensuring and monitoring implementation of differentiated programs for low and high achieving students. ACA will meet the needs of students not achieving levels expected through individual academic plans, a variety of hands-on materials and individual instruction. Low achieving students will be *minimally* identified by CST scores of Basic or Below Basic. Each case will be viewed on an individual basis. All students will be reviewed within a Student Study Team format.

Low performing students will not be pushed ahead of their understanding. Struggling students will be given tasks and materials that strengthen their skills in problematic areas. Low performing students will continue to work within a concept until mastery occurs. Each student will be taught at the point in the curriculum which he or she understands. Students will not be pushed ahead in order to "keep pace" with the group. Small group teaching and personalized instruction allow low performing students to be matched together to work through concepts with which they are struggling. Students will also

benefit from one-on-one teaching provided by the Montessori Method and team teaching. Struggling students can receive necessary individual teaching while other students complete tasks independently or are involved with small groups directed by other teachers. Students may be given more time after third or sixth grade if deemed beneficial to the student by the teachers, parents and student.

ACA will identify and meet the needs of students who are academically high achieving by presenting material and formats which meet their learning strengths and beyond by giving opportunity to work above grade level expectations. High achieving students (those students scoring Advanced Proficient on the CST) will be challenged with new concepts at ACA. If the student has successfully achieved a certain content standard, the student will have the opportunity to work in the next level of that academic concept. Montessori materials allow students to work with concepts far beyond the state content standards for their grade level, especially in math. Once the student is familiar with a set of manipulatives, he or she can be taught a variety of tasks. For example, once a student can use a manipulative to successfully complete two-place static addition problems, they can use the same materials to complete more complex static addition and dynamic addition problems. Students will also be able to move ahead to higher grade level curriculum at any point in the year if ready.

IX. ENGLISH LEARNERS OVERVIEW:

The ACA Administrative Team shall be the experienced, credentialed, and responsible staff members for ensuring and monitoring implementation of ACA's English Learner program. The Charter School shall develop and implement procedures that support and promote the English Learner program and embrace English Learners at ACA. The Charter School will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. This shall also include a daily, discrete, 30-minute block of ELD instruction, appropriate to each English Language Learner's need as designated by their current CELDT score. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

A. Home Language Survey

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

B. CELDT Testing

All students who indicate that their home language is other than English will be CELDT

tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

X. RECLASSIFICATION PROCEDURES:

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

XI. STRATEGIES FOR ENGLISH LANGUAGE LEARNER INSTRUCTION AND INTERVENTION:

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

Teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners.

The instructional design model to be used by the Charter School places a heavy emphasis on differentiating instruction to meet the needs of English Language Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with English Learners. These strategies include, but are not limited to the following techniques: Total Physical Response (TPR), Cooperative Learning, Language Experience Approach (also known as Dictated Stories), Dialogue Journals, and Academic Language Scaffolding.

English Learners (EL) will also receive personalized instruction. Curriculum can be adapted to meet both the language and academic needs of each EL student. With regards to language needs, the individual EL student will be given a plan to achieve proficiency in English, which will be monitored closely over time. Direct English instruction will be given via a pullout or push-in system, depending on teaching personnel and the proficiency of the student. Curriculum instruction will be given utilizing Specially Designed Academic Instruction in English (SDAIE) strategies, which employ the use of visuals, distinct speech and teacher modeling. EL students will be assessed separately for language and academic needs.

Students will be identified as English learners by the Language Survey upon school registration and the CELDT evaluation. Primary & Elementary students will be given opportunity to participate in English Language Development activities as deemed necessary in the evaluation or daily work in the classroom. Students who are in Grades 4-8 will participate in ELD instruction daily and SDAIE (Specially Designed Academic Instruction in English) lessons as needed. Montessori activities are manipulative in nature and are not driven by language. Matching activities and control of error are two factors that are not language dependent for concepts to be understood. In Grades 4-8, teaching according to the student's learning strength allows for more opportunity for concepts to be understood at an optimal transfer. SDAIE strategies give the students more opportunity for repetition and alternative explanations and practice for necessary transfer for optimal learning to take place. All teachers are CLAD credentialed and are credentialed to teach and accommodate students who are English learners. Translation services for parents will be provided and students will not be asked to translate information during parent conferences, etc. to ensure the privacy and confidentiality of student information.

XII. SERVING STUDENTS WITH DISABILITIES:

Pursuant to Education Code section 47641(b), the Charter School does not elect to be a local educational agency ("LEA") in accordance with Education Code section 47641(a)

and, therefore, shall not be deemed the LEA for purposes of compliance with the Individuals with Disabilities and Education Improvement Act (20 U.S.C. sections 1400, et seq.) (hereinafter “IDEIA”) but shall be deemed a public school of the District. As such, the Charter School and the District understand and agree that the District shall, in partnership with the Charter School, ensure that all students with exceptional needs who attend ACA are provided with a free and appropriate public education in compliance with the IDEIA. A child with disabilities attending ACA shall receive special education instruction or designated instruction and services, including transportation, in the same manner as a child with disabilities who attends another public school of the District.

- A. The Charter School agrees to assume primary responsibility, and fully cooperate with the District, in identifying any student with special needs as provided in this Charter, including all students who seek enrollment at ACA or who are enrolled in the Charter School, and in convening annual IEPs. The District agrees that it retains responsibility for all other IDEA obligations and responsibilities not assigned to the Charter School in this Charter for students who are enrolled in the District’s schools, including ACA.

- B. A member of the Charter School’s Administrative Team shall be the ACA staff member experienced and/or credentialed in special education, or may retain a qualified professional, if necessary, with the ability to identify and refer ACA students to the District who have or may have exceptional needs that qualify them to receive special education and/or related services from the District while enrolled at ACA. The Charter School will develop, maintain, and implement policies and procedures within ACA to ensure that students who have or may have exceptional needs are identified. The Charter School shall work cooperatively with the District to provide services to pupils with exceptional needs at ACA. The Charter School shall notify the District Director of Special Education as soon as practicable of any and all pupils who seek to enroll or who are dropped from enrollment, and who had an Individual Education Plan (“IEP”) in the current or previous year, or who have a record of having ever received special education services. To this end, the Charter School shall require students enrolling in ACA to indicate whether they have, or have ever had, an IEP.

- C. The District shall be responsible for evaluating and assessing ACA students identified by the Charter School who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the ACA to ensure that students who have or may have exceptional needs are referred to the District for evaluation and assessment. If during the pre-placement evaluation and assessment, or any subsequent IEP, it is determined by the IEP Team that ACA is not an appropriate placement for a student with exceptional needs, the student will be referred to the District, or the pupil’s district of residence, for placement in an appropriate program that meets the needs of the student.

- D. The District shall be responsible for developing, maintaining, and reviewing the form and format, as required by the District's Special Education Local Plan Area, of all written IEP's for students who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within ACA to collaborate with the District in ensuring that IEP's are implemented for all students with exceptional needs who are enrolled in ACA.
- E. The District shall retain all special education funds generated by the Average Daily Attendance ("ADA") of ACA for services to special education pupils (i.e., "special education funding allocation"). In addition, the Charter School shall pay to the District a special education general fund encroachment fee for each unit of Charter School enrollment. The fee shall be computed by dividing the District's total special education general fund encroachment in the current school year by the total number of units of District enrollment, including ACA enrollment, in that school year.

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the IDEIA.

A Memorandum of Understanding ("MOU") between the Charter School and District shall memorialize the arrangement between the parties regarding the provision of special education to ACA students prior to the Charter School commencing instruction. The Charter School shall comply with all terms of the MOU and failure to do so may result in revocation of this Charter.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

XIII. SECTION 504 OF THE REHABILITATION ACT:

The Charter School shall be solely responsible for complying with all requirements of Section 504, including but not limited to, holding Student Study Team meetings, developing and implementing Section 504 Accommodation Plans, and responding to complaints filed with the Office of Civil Rights.

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be

denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's

professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

XIV. MATERIALS AND TECHNOLOGY:

The classroom materials at ACA will reflect all three of the main learning philosophies used to teach curriculum. The Montessori Method includes the use of certain hands-on manipulatives that allow students to explore a concept and develop their own understanding. Montessori materials can be used on many different academic concepts and give the students a sense of familiarity when working through the curriculum. With Montessori math, a student may learn addition, subtraction, multiplication and division by using one single type of manipulative. In accordance with the Montessori Method, all learning materials are displayed on shelves, allowing the students to explore or use them as they are necessary for specified tasks. Classroom materials will also stress Gardner's Multiple Intelligence theory by reflecting the eight different styles of learning. With these materials, students tailor their learning to meet their own personal strengths. All math materials will be hands-on and students will use those that are most comfortable. Language arts materials will also include reading programs such as *Reading Mastery*, Francine Johnston's *Words Their Way* and Patricia M. Cunningham's *Making Words*. Social studies and science curriculum will use exploratory materials with which the students can discover and create their own conclusions about the world around them.

Sensory motor integration will be infused into curriculum through movement, dance and physical activity. Students will practice certain concepts while working on gross motor movements that stimulate learning. For example students can learn dances to music that teach the multiplication facts. Students will also be able to participate in yoga and *Brain Gym* sessions in order to learn focusing and calming techniques to better learning. Technology will also be used often in the classroom in order to meet the needs of all students. Educational computer programs, reading programs, word processing and slide show programs will introduce the students to new technology. Students will also explore limited internet access for research purposes and specific curriculum exploration. For instance, students can explore different countries and cultures by visiting teacher approved websites. Students will be given the opportunity to design web pages and create news broadcasts/webcasts and podcasts reflecting campus events.

The academic school year will be recommended by our staff and approved by the Charter Council in conjunction with the requirements of the State of California and take into consideration the District's calendar. The Charter School shall develop and provide the District with a copy of the Academy's annual attendance calendar and instructional minutes for the upcoming school year by July 30th each year for which it is in existence. The Academy shall maintain at least one hundred seventy five (175) days of instruction of no less than the minimum number of instructional minutes required by the Education Code for each grade level.

XV. STUDENT OUTCOMES:

Students will demonstrate progress on the state curriculum standards and benchmarks developed by our district through use of standards-based report cards skill cards which chronicle each child's progress on the standards and benchmarks in math and language arts.

The Backward Design model of curriculum planning creates a specific measurable pupil outcome for every student, based on particular academic concepts. All academic tasks will lead to the eventual mastery of a measurable concept within each of the academic areas. Each student at each grade level will be expected to meet or exceed all of the California State Content Standards for language arts, math, science, and social studies. Students will be assessed regularly to determine the progress toward each of the standards through observation, performance-based tasks, formal written assessments and the California State STAR tests. The Charter School's pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the Charter School, pursuant to Education Code sections 47605(b)(5)(B) and 47607(a)(3).

Students will be evaluated on each standard by a four point rubric scale. If no progress has been achieved, the student will continue to work with the concept, but different teaching methods will be employed to encourage student learning, and an additional teacher may re-introduce the concept. All students will be given the opportunity to master the individual levels of a concept. Each task will be assessed to track progress and interventions will be made as necessary to allow every student to understand the academic concept successfully.

Primary & Elementary (K-3): Upon exit of the Primary & Elementary classroom, the student will read at a Basic Level or above as indicated on the District's End of the Year Reading Assessment, will solve the four operations in math including long division abstractly as well as achieve basic or above on the District's End of the Year Math assessment and write a complete paragraph according to the District's rubric for writing.

Montessori curriculum design aligns with State Standards and Benchmarks expectations. Students will perform daily tasks in math, language arts, social studies and science which

align with State Standards and Benchmark criteria. Report Cards are State Standard and Benchmark driven. Student progress will be explained in terms reflecting that criteria.

XVI. ATTENDANCE REQUIREMENTS:

The Charter School student attendance policies are consistent with District policies to ensure that ACA students comply with California compulsory attendance requirements. Such policies shall be set forth in the ACA Parent Handbook and shall include, but not be limited to, the Charter School's policies regarding student absences, tardies, etc. A copy of the ACA Parent Handbook shall be provided to the District by August 15th each year.

XVII. SCHOOL-WIDE PERFORMANCE GOALS:

By eighth grade, ACA students will be able to:

1. Communicate clearly and effectively with others orally and in writing in academic and social environments.
2. Work collaboratively and cooperate with others.
3. Organize materials and self.
4. Manage time effectively.
5. Accomplish goals.
6. Work independently.
7. Identify themselves as lifelong learners.
8. Demonstrate use of Lifeskills and Lifelong Guidelines in daily life.
9. Have and show respect to others and self, including respect to diversity.
10. Contribute to society and feel empowered to make change.
11. Demonstrate an understanding and appreciation of the Enrichment Program and the Arts.
12. Think creatively.

For each of the following school-wide performance goals, we will demonstrate how our curriculum addresses each of these goals through our guiding philosophies and use of state standards in each academic and non-academic area where appropriate at each grade level. (Please refer to our School-wide Performance Goals listed above and the "Antioch Charter Academy Goals, Outcomes and Assessment Matrix." which was attached to the initial Charter, and is incorporated by reference, to this Charter.

Goal #1 &2: Work well with others; collaborate, cooperate, contribute, communicate.

General: Students will:

Participate in Classroom Meetings (All levels) Positive Discipline
Assist each other during independent study (All levels) Brain
Compatible Learning, (BCL).

Use peace tables (All levels)

Work in cooperative learning/peer groups/peer teaching (All levels)

Language Arts:

Work with partner on editing (Brain Compatible Learning) (L.A. Standards)

Participate in Young Author's Project - L.A. standards - all grade levels

Participate in Literature Circle - L.A. standards - Intermediate & Middle School

Work with a partner in writing exercises - L.A. standards - all grade levels

Math:

Work with partner(s) in group - (BCL)

Play math games with partner when asked (BCL), Montessori

Assist partner in math problems when asked (Math standards), BCL

Ask for help from partner (BCL)

Social Studies:

Complete research projects with other research partners (4-6 and (7-8)

BCL, State standards in Social Studies, Language Arts, Science, Math and Technology, Multiple Intelligence Theory (MI)

Participate in community outreach projects - Montessori, BCL – all grade levels

Interview adults for research (LA Standards, BCL, MI) Grades 4-8

Work on various time line projects with a partner (Math standards, BCL) Gr. 4-8

Science:

Work with a partner during lab experiment (Science Standards, BCL) Grades 4-8

Work with partner in completing lab reports (Science and LA Standards, BCL) Grades 4-8

Technology:

Complete multimedia projects with research partners (LA, SS, Science, Math standards, BCL)

Goal #3: Students will be able to organize materials and self

General: Students will:

Use goal books (Primary & Elementary) Montessori

Keep job materials organized on shelf (Primary & Elementary) Montessori

Return goal book daily, homework and Thursday folder weekly (Primary & Elementary)

Montessori:

- Organize and use Learning Goals Folders (Intermediate) Montessori
- Use and update student planner (Middle School) Montessori
- Keep binders organized (Intermediate & Middle School)
- Come to each group prepared with appropriate materials (All levels)
- Come to each group on time (All levels)
- Arrive at elective classes prepared and on time (Intermediate & Middle School)
- Arrive at school on time (All levels)
- Keep track of work and materials (All levels)
- Keep desk/cubby/locker organized (All levels)
- Meet deadlines and due dates for work (All levels)
- Maintain classroom job (Primary & Elementary & Intermediate)

Language Arts: Students will:

- Come to group with literature book and reading response journal (Intermediate)
- Come to reading group with materials (Primary & Elementary)
- Fill out reading log each day (Int. & M.S.)
- Be able to follow format in Reading Response Journal given by teacher weekly. (Intermediate)
- Keep writing folder/portfolio with stories and tools for writing organized (Int. & M.S.)
- Keep track of spelling materials until end of week. (Intermediate)
- Meet deadline for Young Authors and Weekly Assignments (Int. & Middle School)
- Be able to use all language arts jobs properly and put them away. (Primary & Elementary) Montessori

Math: Students will:

- Turn in math work weekly (Int. & M.S.)
- Complete math jobs and report to teacher (Primary & Elementary) Montessori
- Demonstrate understanding of Pace Charts (M.S.)
- Pass “shake test” and survive. (Middle School)
- Put math binder in order twice weekly (Int.)
- Track math assessment scores weekly (Int.)
- Evaluate & graph math errors (Int.)
- Record steps for a math card project in an organized manner. (Int.)

Social Studies: Students will:

- Organize information for project presentations (M.S.)
- Be able to assemble a research project once a trimester in an organized manner. (Int.)

Know where resources are and put back in right order, including internet.

(Int. & M.S.)

Use cultural materials properly & put away properly (Primary & Elementary)

Montessori

Science: Students will:

Use science materials/jobs and put back on shelf properly (Primary & Elementary)

Montessori

Keep science work in science binder filed properly (Int. & M.S.)

Technology: Students will:

Be able to turn computer on and off and locate specific software programs

(Primary & Elementary)

Save labeled information in a labeled folder or on a disk (Int.)

Save and keep track of personal flash drive. (M.S.)

Return computer disks to proper place (All levels)

Goal #4: Be able to manage time effectively

General: Students will:

Use independent study time wisely (All levels)Montessori

Meet deadlines and due dates (All levels)Montessori

Create procedures to facilitate good time management plan (Int. & M.S.)

Check parts of work as work progresses. (Int. & M.S.)

Manage parts of the day to accomplish the day's jobs (Primary & Elementary)

Montessori

Report to all lessons on time (Primary & Elementary) Montessori

Finish morning work before lunch (Primary & Elementary) Montessori

Finish daily work by end of the day (Primary & Elementary) Montessori

Finish weekly work by end of the week (Primary & Elementary & Intermediate)

Montessori

Language Arts: Students will:

Be able to complete in-group and independent Language Arts work on time weekly (Int.)

Manage time to complete "Young Authors" book on time annually (All levels)

Organize Reading & Journal Writing Time (RJW) time to include literature circle, journaling and reading times (M.S.)

Organize Writer's Workshop time (M.S.)

Decide number of pages to be read daily for literature. (M.S.)

Complete Reading, Writing, Grammar and Making Words jobs on time daily (Primary & Elementary)

Report to Lang. Arts: Reading and Making Words groups on time (Primary &

Elementary)
Montessori

Math: Students will:

- Complete daily math jobs (Primary & Elementary) Montessori
- Complete and correct math homework assignments by second group time.
(Int.)
- Have math projects/cards partially completed for periodic checks weekly.
(Int.)
- Complete math project/card on time weekly (Int.)
- Students will complete math warm-ups in first 10-15 minutes of group daily
(Int.)
- Use work time in math class effectively (M.S.)
- Follow pace chart (M.S.)
- Know when homework time is needed (M.S.)

Social Studies: Students will:

- Complete cultural jobs on time daily (Primary & Elementary)
- Be able to coordinate components of a long-term Multiple-Intelligence project to completion, on time, one per trimester.(Int.)
- Be prepared for six-week presentations (M.S.)
- Manage 2-3 week current event projects

Science:

- Complete science jobs on time daily (Primary & Elementary)
- Stay on task in science group to complete task(s) (Int. & M.S.)
- Complete Science Fair project (Int. & M.S.)

Technology:

- Use computer for specified time (All levels)
- Plan use of classroom computers to complete projects on time. (All levels)
- Create time line to accomplish goals (Int. & M.S.)
- Manage limited computer availability (Int. & M.S.)
- Complete research projects/ presentation projects on time. (Int. & M.S.)

Goal #5: Be able to accomplish goals

General: Students will:

- Complete work agreed upon by the student and teacher for the week
(Primary & Elementary) Montessori
- Complete goals set forth in the goal book by teacher and student (Primary & Elementary)
- Complete goals set by the class at class meeting (Primary & Elementary)
- Set goals for each trimester during the report card conference. (Int. & M.S.)
- Discuss goals and methods to accomplish goals (Int. & M.S.)
- Set personal and social goals at beginning of year in each subject (M.S.)

Language Arts: Students will:

- Create rubrics for writing projects (Int. & M.S.)
- Create rubrics for Young Authors projects (Int. & M.S.)
- Create rubrics for a journal response (Int. & M.S.)
- Choose a Lang. Arts job and complete it (Primary & Elementary)

Math: Students will:

- Set a goal for number of math cards to be completed comprehensively each trimester.(Int.)
- Evaluate the number of comprehensive math cards completed by end of year. (Int.)
- Set goals to increase achievement rate on assessments throughout the year. (Int.)
- Create rubrics for math projects (cards). (Int.)
- Evaluate math fact weaknesses and set goals to learn unlearned facts. (All levels)
- Set goals to move to next math packet/unit (M.S.)
- Chart personal progress in the planner (M.S.)
- Implement teacher recommendations (M.S.)
- Set steps to stay on pace (M.S.)

Social Studies: Students will:

- Set cultural job goals for day or week (Primary & Elementary) Montessori
- Create rubric for Multiple Intelligence Research Project (Int.)
- Create rubrics for all Social Studies assignments per week, trimester, year (Int.)
- Create rubric for current events project (M.S.)
- Evaluate current research report rubric. (M.S.)

Science: Students will:

- Set goal and complete science jobs for day or week (Primary & Elementary) Montessori
- Create rubrics for Science Fair Project (Int.)
- Set rubrics for science assignments. (Int.)
- Complete science fair project independently (M.S.)

Technology: Students will:

- Assess their own needs and use peer, teacher and other resources to accomplish goals (Int. & M.S.)

Goal #6: Be able to work independently

General: Students will:

- Complete morning work, daily work and weekly work (Primary & Elementary)
- Work without reminders to stay on task (All levels)
- Complete one task before beginning another task (Primary & Elementary)
- Manage time effectively without the aid of a teacher or another student (All levels)
- Choose task order without the help of a teacher (All levels)
- Accomplish learning goals each week by gathering work, completing it and having it signed off by a teacher weekly. (Int.)
- Be able to complete some work independently (All levels)
- Come to groups on time without reminders. (All levels)
- Know what to do when you think you can not continue working. (All levels)
- Check online for assignments (Middle School)

Language Arts: Students will:

- Complete Reading Response Journal work weekly. (Int.)
- Read for 50 min. at SSR (Int. & M.S.)
- Write a poem, paragraph, or essay independently. (Int. & M.S.)
- Write a complete sentence (All levels)
- Write a Young Authors Book (All levels)
- Read and journal during RJW (Reading and Journal writing time) (M.S.)
- Complete writing assignments (All levels)
- Complete vocabulary tests with 75% accuracy or better (M.S.)
- Complete word study assessment with 75% accuracy or better (M.S.)
- Evaluate their own L.A. group independently based on rubric (M.S.)
- Complete reading log entry daily (Int. & MS)
- Complete independent reading & worksheet for “Page Club” (Int.)

Math: Students will:

- Complete some math jobs independently (Primary & Elementary)
- Complete math homework weekly (Int.)
- Take weekly math assessments independently (Int.)
- Take C.P.M math unit assessments independently (M.S.)
- Complete math packets/units (M.S.)
- Know when to ask for help (All levels)

Social Studies: Students will:

- Complete cultural jobs independently (Primary & Elementary)
- Complete at least one component of the Multiple Intelligence Research Project independently (Int.)
- Complete parts of a theme-based research project independently (M.S.)
- Complete geographical and historical reports independently. (M.S.)

Science: Students will:

- Complete science jobs independently (Primary & Elementary)
- Complete science experiments independently (Int. & M.S.)
- Complete science fair project independently (Int. & M.S.)
- Complete reading assignments at beginning of class (M.S.)
- Complete unit tests independently. (M.S.)

Technology: Students will:

- Learn keyboarding skills (All levels)

Goal #7: Identify themselves as lifelong learners**General: Students will:**

- Manage work time effectively (All levels)
- Show responsibility by reporting to groups/meetings/work on time (All levels)
- Each student chooses science and cultural curriculum that is interesting to him/her (All levels)
- Choose tasks that spark excitement or interest (All levels)
- Choose materials that are appropriate to the task and their own personal learning style (All levels)
- Set long-range goals including higher education and career options (Int. & MS)
- Write journal entries about personal life goals (Int. & MS)
- Complete one career development unit (MS)
- Observe adults close to them learning varied subject matter (All levels)

Language Arts: Students will:

- Reflect in journals about how LA skills are needed and present in careers. (All levels)
- Reflect in journals/discuss how LA skills are important throughout life (All levels)
- Reflect in journal on own LA skills (MS)
- Reflect verbally or in writing about how we can learn throughout our lives. (All levels)
- Explore and reflect how reading, writing, speaking and listening help us learn throughout our lives. (Int. & MS)

Math: Students will:

- Write reflections about how math is important throughout their lives (Int. & MS)
- Talk about how math can be used now and when older (Primary & Elementary)
- Discuss math needed for life and various careers (Int. & MS)
- Use the problem solving process (Int. & MS)
- See math in nature, science, logic, and other disciplines (Int. & MS)

Play math games (All levels)

Social Studies: Students will:

See and use the M.I. research projects as springboards to becoming lifelong learners (Int.)

Explore careers in geography and use geographical skills in life (All levels)

Reflect and discuss next step of current events

Science: Students will:

Write journal entries about why it is important to keep learning science (Int. & MS)

Show interest and excitement in hands-on science lessons (All levels)

Reflect verbally or in writing on science in careers (All levels)

Write questions about what puzzles them about science (Int. & MS)

Set long-term science learning goals (Int. & MS)

Create a plan for their own life about how they will protect the environment. (Int. & MS)

Technology: Students will:

Keep up with advances in technology and be able to use word processing and spreadsheet software, and develop computer related skills (i.e. web research, web design, etc.) (All levels)

Discuss how technology is needed and present in careers. (Int. & MS)

Set long-term technological goals for their lives (Int. & MS)

Write reflections about how technology is important throughout their lives (Int. & MS)

Discuss implications of technology (MS)

Goal #8: Demonstrate use of lifeskills and lifelong guidelines in daily life

General: Students will:

Use life skills in class meeting to solve conflicts and assign natural/logical consequences (All levels)

Cooperate with peers in group settings, when peer teaching and in daily work time (All levels)

Complete a Lifelong Guideline or Lifeskill project weekly (Int.)

Practice Lifelong Guidelines and Lifeskills in daily interactions with others (All levels)

Teach others to use LLGs and Lifeskills. (All levels)

Use democratic problem-solving process throughout school including staff meetings (All levels and staff)

Use LLG and Lifeskills in groups, at school and at home (All levels)

Participate in discussions on Lifelong Guidelines (MS)

Interact respectfully with other age groups during lunch, electives and Wednesday program (All levels)

Language Arts: Students will:

- Make lifeskill books depicting the lifeskills (Primary & Elementary)
- Write journal entries about the LLG's and Lifeskills daily or weekly (Int.)
- Take notes/reflect on how they or others have used lifeskills and could improve (Int.)
- Use LLG's and Lifeskills in LA groups (Int.)
- Write and reflect knowledge of LLG's and Lifeskills (Int. & MS)
- Use Lifeskills in literature groups (Int. & MS)

Math: Students will:

- Create math manipulatives for others (Int.)
- Solve real-life math problems for real-life situations (Int.)
- Support each others' math growth (Int. & MS)
- Show understanding of others' strengths and weaknesses in math (All levels)

Social Studies: Students will:

- Use lifeskills when learning about the different cultures around the world and how their customs are different from our own (Primary & Elementary)
- Use lifeskills when doing collaborative parts of MI projects. (Int.)
- Create research projects using Lifeskills (Int. & MS)
- Reflect on how lifeskills were used or should have been used in historical events (Int. & MS)
- Create presentations using lifeskills (MS)

Science: Students will:

- Use lifeskills to collaborate with Science partners (All levels)
- Reflect on how scientists use LLGs and Lifeskills (Int. & MS)
- Share and maintain limited science equipment (All levels)
- Work in groups to complete lab experiments (Int. & MS)

Technology: Students will:

- Share limited multi-media equipment and take care of the equipment (All levels)

Goal #9: Have and show respect to others and self, including respect to diversity**General: Students will:**

- Reflect respect for others in their behavior (All levels)
- Discuss importance of differences in class meeting (Primary & Elementary)
- Take care of classroom environment and materials (All levels)
- Treat others the way they would like to be treated (All levels)
- Strive for personal best in all areas academically and non-academically (All levels)

Language Arts: Students will:

- Reflect their respect for others in their writing. (Int. & MS)
- Read culturally diverse literature (Int. & MS)
- Listen to culturally diverse stories (Primary & Elementary)
- Use active listening when others are speaking or presenting (All levels)

Math: Students will:

- Take care of math materials (All levels)
- Research culturally diverse math contributions (Int. & MS)
- Use active listening when others are presenting (Int. & MS)

Social Studies: Students will:

- Discuss different cultures, individual customs and how they relate to each student (Primary & Elementary)
- Share cultural artifacts from students' own culture (Primary & Elementary)
- Celebrate differences in the classroom (by ability, race, and ethnic background) by reading books, writing stories and sharing multicultural experiences. (Primary & Elementary)
- Participate in a multi-cultural day: a celebration of the cultures in our classroom, the customs, foods and traditions (Primary & Elementary)
- Use active listening while others are presenting. (Int. and MS)
- Participate in cultural training at least once every 3 years (Int.)

Science: Students will:

- Take care of science materials (All levels)
- Use active listening when others are presenting (Int. & MS)

Technology: Students will:

- Use technology, computers, calculators, etc. with care. (All levels)
- Observe time limits with computers (All levels)
- Use Lifelong Guidelines and Lifeskills when using the computer (All levels)
- Use active listening during presentations using technology (M.S.)

Goal #10: Be able to contribute to society and feel empowered to make change**General: Students will:**

- Set and change classroom rules, set classroom consequences, plan events, discuss ways to improve class and school (All levels)
- Keep class clean and organized, showing they can make a difference (All levels)
- Have freedom to use restrooms, sharpen pencils, get water, choose daily tasks (All levels)
- Use agenda at classroom meetings (All levels)
- Express academic needs (All levels)
- Have input into curriculum each year with regard to themes and electives

(Int. & MS)

Language Arts: Students will:

- Voice their opinions in their speaking and writing (All levels)
- Choose writing topics (Int. & MS)
- Choose literature books in second and third trimesters (Int. & MS)
- Choose Young Author's topic (Int. & MS)

Math: Students will:

- Make choices in the order of their math instruction (All levels) BCL and Montessori
- Choose math project cards weekly (Int.)
- Request help to meet math needs (MS)
- Take charge of own learning and decide on plan to get there (MS)
- Voice opinions on preferred methods of problem solving (MS)

Social Studies: Students will:

- Choose topics for some of their MI Research projects, and make choices within each intelligence for that same project. (Int.)
- Complete service learning projects (Int. & MS)
- Participate in debates and put solutions into action (Int.)
- Participate in current event projects that will affect their communities (MS)

Science: Students will:

- Complete a service learning project that effects change (Int.)
- Participate in a debate on a real local environmental issue and propose change. (Int.)
- Give input into science curriculum yearly. (Int.)
- Choose personal Science Fair project (MS)

Technology: Students will:

- Express personal technology needs for equipment or training (Int. & MS)
- Have input into what technology purchases are made (MS)

11. Demonstrate an understanding and appreciation of the Enrichment Program and the Arts

General: Students will:

- Exhibit excitement, creativity, self-awareness, and participation in the Enrichment Program(s) and the Arts

12. Be able to think creatively

General: Students will:

- Exhibit creativity in All subjects
- Make connections across subject areas

Exit outcomes and performance goals may need to be modified over time due to population change, state requirements or school observation of student needs. Individual teachers, students and staff will discuss and make adjustments as needed.

XVIII. ADDITIONAL SCHOOL-WIDE STUDENT PERFORMANCE GOALS:

1. Achieve 90% or better attendance each year
2. Achieve 90% or better student retention rate each year
3. Achieve 90% or better parent satisfaction rate as determined by a parent survey
4. Meet API growth targets

XIX. METHOD OF STUDENT OUTCOMES:

Cycle of Assessment – “We begin with the end in mind.”

In addition to the assessments listed for each exit outcome, assessment will consist of:

1. Portfolios of student work
2. A standards based and narrative progress report to be given at the end of each trimester, which is an in-depth comprehensive evaluation to be completed at the end of each trimester. This documentation includes information gathered from an individual formal assessment process, on-going collaborative discussion between parents, teachers and students. This includes assessment of progress and establishment of goals.
3. Formal parent/teacher/student conferences at least once a year and as needed
4. Student self-assessment

Students in all grades will be assessed using the California State Standards and Benchmarks for mastery and understanding of concepts. All academic tasks will lead to the eventual mastery of a measurable concept within each of the academic areas. Students will also be assessed on their daily work tasks through standards based rubrics that align with the report card four point rubric scale. Students will be assessed regularly to determine progress toward each of the standards through observation of understanding, performance-based tasks, formal written assessments and California State STAR tests. Narrative and standards based report cards will be issued after each trimester which reflects a four point scale of understanding. Yearly work portfolios will also reflect understanding of concepts at the culmination of each school year. Standards based assessments will adhere to the standards based four point report card rubric. A score of 1 reflects below grade level mastery, a score of 2 reflects approaching grade level mastery, a score of 3 reflects grade level mastery, and a score of 4 reflects above grade level mastery. At the end of each school year, students are expected to have achieved grade level mastery in each core academic area.

Assessment results will give teachers a reflection of student progress and help create a

plan for future curriculum and instruction. If insufficient progress has been achieved, the student will continue to work with the concept, but different teaching methods will be employed to encourage student learning and an additional teacher may re-introduce the concept. Each task will be assessed to track progress and interventions will be made as necessary to allow every student to understand the academic concept successfully. An individual instructional plan with modifications will be made for students who do not reflect grade level mastery or better.

Assessment is also a very important component in the Backward Design model. Performance-based assessments provide teachers with an accurate view of student progress and understanding. Teachers can identify strengths and weaknesses in student learning by watching him or her complete a task or by asking the student to “teach” the task to the teacher. Curriculum can then be modified or restructured in order to meet the learning needs of individual students.

Assessments will include multiple, valid and reliable measures using traditional/alternative tools.

XX. ASSESSMENTS - KINDERGARTEN – EIGHTH GRADE:

1. ABC Inventory to Determine Kindergarten & School Readiness (Normand Adair and George Bleshch)
2. ABC Inventory to Determine First Grade Readiness (Normand Adair and George Bleshch)
3. TIMI Test (Teele Inventory for Multiple Intelligences): For identification of learning style.
4. Antioch Unified School District Kindergarten Assessment
5. San Diego Reading Inventory
6. Classroom Reading Inventory (Nicholas Silvaroli)
7. Antioch Unified School District’s Mid-Year Reading Assessment (Grades 1-3)
End of the Year Reading Assessment (Grades 1-3)
8. Antioch Unified School District’s Mid-Year Math Assessment (Grades 1-3)
End of the Year Math Assessment (Grades 1-3)
9. Montessori Made Manageable Math Cards
10. Teacher Made Assessments
11. CAT 6
12. STAR Reading Test

The following methods of assessment will be used to assess our School-wide performance goals:

Teacher Observation
Teacher-Developed assessments
Embedded assessments for performance-based activities
Portfolio Assessment

Standardized Tests (STAR, API, AYP, CELDT and PE)
CPM Testing for Middle School Math
STAR Computerized Reading Level tests
“CCC” method of grading holistically in Intermediate Level
 First C = Assignment Completed
 Second C = Assignment Completed and Correct
 Third C = Assignment is Complete, Correct and Comprehensive
Rubrics that reflect a holistic approach to grading
Standards-based report card given each trimester which reflects minimal required performance level necessary to obtain each of the standards
 (attached to the initial Charter, and incorporated by reference, to this Charter.)
Narrative portion on report card reflecting accomplishments and goals
Student self-assessment

Plan for collecting, analyzing and reporting student data to staff, parents and the district:
Teachers and students collect samples of best work for a portfolio.
Teachers analyze work and student goals to be reported on the standards-based and narrative report card every trimester.
Report cards are sent to parents, made available to staff and district upon request.

XXI. ASSESSMENT AND STAR TESTING.

The Charter School shall establish guidelines and expectations for all student achievement at each grade level in order to establish criteria for assessment and provide successful transition to a traditional high school program, or to continue in ACA’s program. The Charter School shall develop a system of assessment procedures and measurement tools that provide objective, comparable written assessments in order to determine student comprehension of State competencies required for successful transition into the ninth (9th) grade.

The Charter School shall annually notify the District in writing at least thirty (30) calendar days in advance of the date and location of STAR testing, and the total number of STAR tests to be administered to ACA pupils. The Charter School shall provide the District with individual pupil and school-wide STAR test results separately tabulated for all pupils enrolled in ACA. The Charter School shall institute measures to ensure the security of all testing materials.

XXII. SCHOOL ACCOUNTABILITY REPORT CARD (“SARC”):

On or before February 1 of each year, the Charter School will post the ACA SARC on the California Department of Education (“CDE”) SARC Web site. The Charter School may, but is not required to, use the template developed by the CDE and available at <http://www.cde.ca.gov/ta/ac/sa> as a guide. The Charter School will include the following elements and may present additional pertinent information at its discretion:

- A. Contact information for the ACA, including school name, Educational Administrator, street address, phone and fax numbers, e-mail address, and CDS code.
- B. School description and mission statement.
- C. Description of opportunities for parent involvement.
- D. Demographic information, including numbers of students in each grade level, and number and percentage of students in each racial and ethnic subgroup as reported by CBEDS.
- E. Description of ACA school climate and safety, including the content and currency of the comprehensive safety plan, the Charter School's efforts to create and maintain a positive learning environment, and the number and percentage of suspensions and expulsions of the total enrollment.
- F. Academic data, including (1) the percentage of students achieving at the Proficient or Advanced level on the CST by subject, both school wide and by significant subgroups, (2) percentage of students scoring at or above the 50th percentile by subject, both school wide and by significant subgroups, (3) percentage of students meeting fitness standards in total and by gender on the California Physical Fitness Test, (4) data from local assessments, if available, reporting the percentage of students meeting or exceeding a standard.
- G. Academic Performance Index ("API") data, including (1) school wide API base and growth scores, growth targets, statewide and similar schools ranks, and percent tested over the last three years, and (2) API base and growth scores and targets for significant subgroups over the last three years.
- H. Adequate Yearly Progress ("AYP") data, including (1) whether AYP criteria were met school wide, and (2) participation rates and percent proficient or above both school wide and by significant subgroups.
- I. Information regarding whether the ACA is in Program Improvement and in which year.
- J. Average class size.
- K. Number of teachers as reported by CBEDS, and the number of NCLB compliant teachers teaching core academic subjects.
- L. Information about the procedures and criteria for teacher evaluations.
- M. Information about the structure of ACA's instructional program, including professional development, number of instructional minutes offered, and number of and reasons for minimum day schedules.
- N. Teacher and administrative salaries, percent of budget for teacher salaries and percent of budget for administrative salaries.
- O. Total dollars spent by the Charter School and dollars spent per student.
- P. Data regarding parent, student, and staff satisfaction with ACA.

XXIII. ANNUAL UPDATE.

By the end of September each year, the Charter School will submit an annual update to the District for the prior year that examines the following:

- A. STAR results both in aggregate and disaggregated by numerically significant subgroups.
- B. Progress made toward meeting API and AYP targets.
- C. Progress made toward each of the educational goals and student outcomes identified in the charter.
- D. Results of any additional internal assessments used by the Charter School.
- E. Plans to address areas identified as needing improvement by the Charter School.
- F. Evidence that the Charter School is financially sound.

XXIV. INDEPENDENT STUDY.

To the extent that ACA provides instruction through independent study, it will meet all requirements of law applicable to independent study, including but not limited to the use of individual student master agreements describing the frequency of contact, student/teacher ratios, and evaluation of student work for time value.

XXV. GOVERNANCE STRUCTURE:

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

We have restructured our Governing Board to be comprised solely of parents and community members. The proposed Governance structure of ACA does not include any board member positions for administrators or teachers of the school.

A. Nonprofit Public Benefit Corporation

The Learner-Centered School, Inc. (also referred to as “Corporation” in this Charter), a California Nonprofit Public Benefit Corporation with 501(c)(3) status, will operate ACA autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School. The District shall also not be liable for claims arising from the performance of acts, errors, or omissions by the Charter School. The Corporation’s Articles of Incorporation and Bylaws were attached to the initial Charter, and are incorporated by reference, to this Charter.

B. Board Of Directors

ACA will be governed by the Corporation's Board of Directors, which shall be consistent with the terms of this charter, and shall also be known as the Charter Council. The Charter Council will consist of five (5) voting members, and be comprised of parents of current Charter School students and ACA II students and members of the community. The District's Board may appoint a District representative, to be determined by the District, to serve solely as the District's liaison and contact person with the Charter School, but not as a member of its Board of Directors. Notwithstanding any rule, regulation, provision, or Corporation Bylaw to the contrary, the Corporation, its Charter Council, and ACA shall at all times and in all respects comply with the Ralph M. Brown Act, the Public Records Act, and applicable conflict of interests laws generally applicable to public agencies, including but not limited to, Government Code section 1090 and the Political Reform Act.

Appointments to the Charter Council will follow the nomination and election process outlined in the Bylaws. The Charter Council will meet on a regular basis (e.g., monthly). The Charter Council will adopt policies and procedures regarding self-dealing and conflicts of interest. The Charter Council may initiate and carry out any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the mission, vision, philosophies and purposes for which the charter school is established.

When considering the appointment of new Charter Council members, the Charter Council shall consider whether potential candidates exhibit the following qualities:

-
- Belief in the school's mission and vision
- Being supportive of the Educational Philosophies of the charter school
- Proactive growth in gaining a broad knowledge of the charter school and the charter school movement
- Teamwork
- Willingness to actively promote the charter school in the community
- Familiarity with the charter school's legal documents including, but not limited to, the Charter Document, MOU with sponsoring agency, and Corporate Bylaws.
- Active involvement in the school community (i.e. school site events)

Charter Council members shall serve a term of two years. No Charter Council member may serve more than three consecutive terms. After serving three consecutive terms, an individual must take one year off before being appointed again.

At the Charter School's sole expense, Charter Council members may attend state charter school conferences and workshops to obtain necessary training to ensure they have a solid understanding of all major areas of school governance and operations.

C. Charter Council Duties

The Charter Council will meet regularly, as specified in the Bylaws, and in accordance with the Brown Act. The Charter Council is fully responsible for the operation and fiscal affairs of ACA including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Administrative Team.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of ACA.
- Approve and monitor ACA's annual budget and budget revisions.
- Act as a fiscal agent. This includes the receipt of funds for the operation of ACA in accordance with charter school laws and the receipt of grants and donations consistent with the mission of ACA.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic Planning.
- Approve the school calendar and schedule of Charter Council meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for District consideration.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

All Charter Council meetings shall comply with the Brown Act.

The Charter School shall adopt a conflicts code which shall comply with all conflict of interest laws applicable to public agencies, including but not limited to Government Code section 1090 and the Political Reform Act. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

The Charter Council may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, appointment and removal Charter Council members and the adoption of Charter Council policies. The Charter Council however, retains ultimate

responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Charter Council being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and Require an affirmative vote of a majority of Charter Council members.

At the Charter School's sole expense, the Charter Council will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

D. Staff/Teacher Participation

During operation, the Charter School will encourage staff members to develop a Staff/Teacher Council ("STC") made up of all interested staff of ACA, which will act in an advisory capacity to the Charter Council. The STC will be governed by bylaws adopted by the Charter Council.

E. The Administrative Team:

ACA's current Administrative Team includes the following staff: Jeannie Dubitsky, Edna Heller, Todd Heller, and Michelle Mankewich.. Staff members assigned to the Administrative Team may change if needed due to staffing changes or re-assignment. Should members change on the Administrative Team, ACA will notify the District within 30 days. The Administrative Team shall be responsible for administering and operating the Academy on a day-to-day basis. The Administrative Team shall be responsible for the supervision and evaluation of ACA employees. The Administrative Team will be the administrative leaders of the school. The Administrative Team will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Administrative Team shall report directly to the Charter Council, and is responsible for the orderly operation of the school and the supervision of all employees in the school. The Administrative Team is to perform assigned tasks directed from the Charter Council and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the charter school enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Charter Council
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the School.
- Interview and recommend employee hiring, promotion, discipline, and/or

dismissal

- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Charter Council
- Complete and submit required documents as requested or required by the charter and/or Charter Council and/or the District
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote and publish the ACA Program in the community and promote positive public relations and interact effectively with media
- Encourage and support teachers on on-going professional development
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues once monthly or as otherwise agreed upon
- Provide all necessary financial reports as required for proper ADA reporting
- Develop the School annual performance report and SARC
- Present fiscal audit to the Charter Council and after review by the Charter Council present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary
- Provide classroom instruction to Academy students

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Charter Council to a business administrator of the Charter School or other employee, or to a qualified third party provider. ACA may contract with the District for business/administrative services subject to the terms and limitations set forth in an MOU.

XXVI. QUALIFICATIONS OF EMPLOYEES:

All full-time and part-time teachers must have an appropriate Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in

other public schools are required to hold for the core subjects which they are teaching. As allowed by California statute, flexibility will be given to non-core, non-college preparatory teachers (Education Code Section 47605(1)).

Teachers at ACA will be qualified with an appropriate Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold for the subjects which they are teaching and with the "highly qualified" definitions of the Elementary & Secondary Education Act (ESEA). Core academic subject areas are: language arts, mathematics, science, and social science. Teachers of non-core academic subjects must have demonstrated expertise of the area in which they teach.

Teachers may be recruited from school districts and from credential programs at area colleges such as California State University and Saint Mary's College of California. The ultimate goal is to compose a staff that reflects the diverse needs of the student population in Antioch. A well-balanced staff of veteran and new teachers brings accumulated wisdom and innovation to the work environment. All teachers will be team teaching and should be familiar with Gardner's Multiple Intelligence theory and the Montessori Method to create new curriculum for ACA students. In order for student's needs to be best met, all teachers must believe in the vision of ACA and must be willing to shape curriculum to meet the needs of all students.

The Charter School shall ensure that ACA paraprofessional employees also comply with ESEA requirements.

Administrative staff will be hired based on demonstrated expertise and work experience in the areas of educational leadership, accounting, finance, budgeting, audit, community relations, facilities management, grant writing, and organizational management.

Clerical staff will be hired on an as-needed basis and will have demonstrated experience in the areas of word processing, data entry, typing, filing, and communications.

Custodial staff may be required to meet the guidelines as established through the District Maintenance Department for a part-time substitute custodial position.

XXVII. HEALTH AND SAFETY:

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

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at the ACA school site in consultation with its insurance carriers and risk management experts and

with guidance from its authorizing agency. The Administrative Team shall be responsible for ensuring that all health and safety requirements are being fully monitored and implemented. A complete Health and Safety plan is available in the school office.

The following is a summary of the health and safety policies of the Charter School:

A. Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Administrative Team of the school shall monitor compliance with this policy and report to the Charter Council on a quarterly basis. The Charter Council President shall monitor the fingerprinting and background clearance of the Administrative Team. Volunteers shall also comply with fingerprinting and background clearance requirements prior to volunteering in any activity without direct supervision of a credentialed ACA employee.

B. Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

C. TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

D. Health and Oral Examinations

The Charter School shall comply with all health and oral health (Education Code section 49452.8) assessments established by law. It is required that each student have a health examination before first grade, or that the parent or guardian sign a physical examination waiver available at the school. Health examinations at regular intervals for other school children are recommended by medical and school personnel.

E. Immunizations

All ACA students and staff will be required to provide records documenting immunizations as required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Any pupil entering school for the first time at ACA, prior to admission to and attendance in any school, shall present to the Charter School written proof of evidence that the student

has complete immunizations (polio, measles, mumps, rubella, hepatitis B, varicella, and DPT) as required by state law. Incomplete immunizations may result in the child being excluded from school until appropriate evidence is submitted. The month, day, and year that each immunization was received must be provided to the school for the immunization record to be complete.

F. Medication in School

The Charter School will adhere to Education Code Section 49423 and all other applicable laws regarding administration of medication in school.

G. Vision, Hearing/Scoliosis

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

H. Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

I. Blood borne Pathogens

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

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the Charter School’s medical protocol for disinfecting procedures and will immediately report such incidents to the District.

J. Drug Free/Alcohol Free/Smoke Free Environment

The ACA School shall function as a drug, alcohol and tobacco free workplace and the Charter School shall comply with all applicable laws.

K. Staff Training

Staff shall be trained on emergency and first aid response. The Administrative Team or designee shall be responsible for tracking and monitoring staff training which shall occur

at least annually.

L. Facility and Seismic Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills monthly.

ACA will be located within the boundaries of the chartering district at 3325 Hacienda Way in Antioch.

As required by Education Code section 47610(d), this proposed site complies with the California Building Standards Code (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

M. Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by the Charter School. The Charter School will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, student to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy

ACA will provide all families with a Parent Handbook during enrollment that fully describes the school's Student Discipline Policies, Causes and Procedures for Disciplinary Action (including Suspension and Expulsion of pupils from school) and the Uniform Complaint Procedures. The Parent Handbook will include the health and safety related policies/procedures and will be submitted to the District.

N. Diabetes

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

- a. A description of type 2 diabetes.
- b. A description of the risk factors and warning signs associated with type 2 diabetes.
- c. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- d. A description of treatments and prevention of methods of type 2 diabetes.
- e. A description of the different types of diabetes screening tests available.

XXVIII. MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE:

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

ACA shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The District's current diversity balance is 37.7% Hispanic or Latino, 21.6% White (not Hispanic), 24% African American (not Hispanic), 4.7% Filipino (not Hispanic), 4.9% Asian (not Hispanic), 1% Pacific Islander (not Hispanic), 1% American Indian or Alaska Native (not Hispanic), 4.6% Two or More races (not Hispanic), and 1% Not reported. Students shall be considered for admission without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

ACA is committed to admitting all pupils who wish to attend regardless of prior academic performance, and to providing an educational program where effective teaching and learning prepares all of our students to achieve at high levels and become contributing members to our diverse, global community.

ACA will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District, including Spanish language materials.

XXIX. STUDENT RECRUITMENT AND OUTREACH EFFORTS:

- An enrollment process timed and designed to allow for a broad-based recruitment and application process
- The development of promotional and informational material (i.e. brochures) that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District.
- Broad distribution of promotional messaging across popular media including local and regional newspapers (i.e. The Contra Costa Times, Antioch Press), a school website, surrounding school district message boards, and local advertising marquees (i.e. Contra Costa County Fairgrounds marquee on W.10th Street).
- Outreach activities.

As part of outreach to Spanish speakers, the Charter School will provide:

- a. Flyers in both English and Spanish about upcoming Charter School meetings
- b. General information sheets, and other key documents, including the school vision and mission statement in Spanish
- c. Information in Spanish on the Charter School website

Additionally, ACA will reach out to families in all surrounding communities through (1) informational meetings (e.g. school site, YWCA of Contra Costa County,), (2) mailings (i.e., direct mailing, distribution to local realtors), (3) word-of-mouth advertising, and (4) advertisements in community news outlets.

ACA, as part of its programmatic audit, shall annually analyze the success and/or weaknesses of its outreach initiatives. ACA shall utilize the data from the programmatic audit to make any necessary revisions to the Outreach initiatives. The Charter School shall continue to develop and implement procedures concerning racial and ethnic balance with the goal of achieving student enrollment reflective of the general population residing within the District. Such procedures shall include, but not be limited to, oversight by the Administrative Team of ACA who shall be the staff members responsible for ensuring that recruitment efforts are being implemented, tracked, and monitored, and which demonstrates significant annual progress towards meeting the preceding goal.

XXX. ADMISSION REQUIREMENTS:

ACA will not discriminate against any pupil based on ethnicity, nationality, race, gender,

disability, religion, sexual orientation, perceived sexual orientation, and/or association with individuals with one or more of the above characteristics. Admission will not be based on the place of residence of the pupil or his/her parent or guardian. Students must apply for admission to ACA. Transportation is not provided except to special education students as required by law.

The following laws pertain to admission to California Charter schools and ACA:

1. Students must be a resident of California.
2. Students cannot enroll concurrently in a private school and charter school.
3. Students must meet minimum age requirement per Ed Code 47610 (5 years of age on or before December 2nd).
4. Students must meet maximum age requirement per Ed Code 47612 (if over age of 19, student must be continuously enrolled and making satisfactory progress towards high school diploma).
5. Charter Schools cannot charge tuition per Ed Code 47605.
6. Charter Schools shall not discriminate against any pupil on the basis of ethnicity, nationality, race, gender, disability, religion, sexual orientation, perceived sexual orientation, and/or association with individuals with one or more of the above characteristics.

As part of the admissions process, parents and students will tour the school and participate in an orientation program that details the purpose, goals, and objectives of the school. The orientation program will include an explanation of team-teaching, multi-age grouping, multiple intelligences, brain-compatible learning, integrated thematic instruction, Montessori, Positive Discipline and cooperative learning. Applicants must be committed to take responsibility for developing all intelligences to the best of their ability. Parents must agree to take an active role in the support of their child's education. Teachers are responsible for providing learning experiences that will give students the opportunities to develop all their intelligences to the best of their ability.

Prior to admission, an educational contract will be signed by teachers, parents, and students confirming the commitment of all to work as a team to enhance the development of the total child.

The foundations of ACA are dependent on parental involvement, which shall be encouraged in the form of classroom assistance in the educational process, participation in the governance structure, fundraising, or clerical assistance for school-related work. The Charter School shall establish and maintain a waiver policy exempting parents from ACA's parent volunteer requirement. The policy shall state that the waiver is available to all families which reasonably demonstrate their inability to meet the parent volunteer requirement, for financial, personal, medical, or other compelling circumstances. All materials promoting enrollment in ACA's program, including but not limited to internet advertisements and paper brochures, shall clearly indicate that a waiver exempting parents from the volunteer requirement is available. The Charter School shall notify all parents interested in enrolling their children at ACA that they may apply for a waiver of

the volunteer requirement and of parents' right to obtain a final decision from the District's Superintendent if the Charter School denies their application for a waiver. ACA's Parent Volunteer Requirement Waiver Policy and Request Form was attached to the initial charter, and is incorporated by reference, to this Charter.

The Learning Styles Assessment, the Multiple Intelligences Inventory, and the Structure of Intellect Test may be used as assessment tools in determining placement, but not as an admission requirement.

Admission to ACA will not be determined based on a pupil's residence within the District or that of his or her parent or guardian. Preference will be provided in the following order: to pupils currently attending ACA, children of faculty and staff, siblings of pupils currently attending ACA, and residents of the District (except in connection with the charter school facility grant program as outlined in SB740. If receiving Facility Lease Cost Reimbursement under SB740, students in the attendance area of the neighborhood elementary school utilized to meet the requirements of SB740 will be provided an enrollment preference). If no space is available, students will be placed on a waiting list determined by an annual lottery.

If there are more applicants than total spaces available, a random public lottery will be held. The date and time of the lottery will be advertised in local media outlets, and will be held once per year in the spring (March / April) prior to the upcoming school year. All applications received prior to the end of the enrollment period will be included in the public random drawing (lottery) and assigned a random number. Applicants will be placed on a waiting list based on the lottery number assigned and admitted if spaces open during the school year.

The Charter School will conduct the annual lottery in a session open to the public, and a computer program will generate random numbers for each applicant. Applicants will be contacted in order of their lottery number to fill openings for each classroom for the upcoming school year. After all openings have been filled, the remaining applicants will be kept on the current waiting list until there is another opening or until the end of the school year, at which point the waiting list generated by the next lottery drawing will take effect. The school may grant priority in admissions, or preferences, as described above.

ACA's enrollment guidelines shall be stated in its Parent Handbook, which shall be annually updated and distributed by the Charter School to all parents of its students or any other person making a request for a copy. ACA shall be open to any child residing in the State of California.

The Charter School shall document and annually provide to the District enrollment projections which shall at least include the following information: parent/guardian/caregiver name; student name; student address; current school of attendance; current school district of attendance; birth date; entering grade for the following school year; and parent/guardian/caregiver signature.

XXXI. ANNUAL INDEPENDENT FISCAL AUDITS:

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

The Charter School shall prepare and submit to the District the following financial information regarding ACA:

- A. On or before July 1 of each year, a preliminary budget.
- B. On or before December 15, an interim financial report that reflects changes through October 31.
- C. On or before March 15, a second interim financial report that reflects changes through January 31.
- D. On or before September 15, a final unaudited report for the full prior year.
- E. Monthly financial reports displaying the financial status of ACA shall be submitted to the District on or before the 15th day of each month. Such reports shall display budgeted revenues and expenditures as compared with actual figures to date and projected year-end figures, by major category of revenue and expenditure.
- F. The Charter School shall be solely responsible for all costs associated with auditing and accounting services.
- G. The Charter School shall utilize the services of an accounting/auditing firm experienced with school and educational accounting requirements and practices.

For the reports listed under items A through C above, the Charter School shall also provide with each financial report supporting and/or back up information including but not limited to: MYP for current and two subsequent years; Assumptions used for two subsequent years; Explanation for major variances by category between reporting periods; Enrollment projection; ADA P2 projection by grade level; COLA & Deficit percentage; Calculation used for determining general purpose funding; List of statutory benefit rates; List of H&W rates and number of participants; and Number of FTEs for certificated and classified employees for each year.

In addition, an annual independent fiscal audit of the books and records of ACA will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and

47605(m). The books and records of ACA will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Audit Guide.

The Charter School shall separately contract with and oversee the independent audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter Council with recommendations on how to resolve them. The Charter Council will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the Dispute Resolution process referenced in this Charter.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

The scope of the audit will include the audit of basic financial statements of the Charter School for the fiscal year ending June 30th. The audit will include all funds, capital assets and long term debt under the control of the Charter School and will be performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards* issued by the Comptroller General of the United States, and the provisions of State Education Audit Appeals Panel's *Standards and Procedures for Audits of California K-12 Local Educational Agencies* as they apply to Charter Schools. As part of the audit engagement, the federal and state income tax returns will be prepared for the fiscal year ended June 30th.

Annual Financial audits include review of the following components:

- Attendance records (daily registers, absence notes, phone logs, independent study documentation)
- Class Size Reduction (CSR) – form J-7 CSR and supporting summaries, along with staff development records and credentials
- Other State Compliance
 1. Lists of current and prior year Kindergarten students, accompanied by any

retention forms

2. Instructional Minutes calculations: supported by school calendar and bell schedule
3. Detailed expenditure reports for the following programs:
 - Resource 1100- State Lottery Fund
 - Resource 6300- Proposition 20 Instructional Fund
 - Resource 7156- Instructional Materials Funding Realignment
4. Cash Receipts: samples of deposits are traced to supporting documents
5. Banking Records: bank statements, transaction detail reports, and reconciliation reports for all accounts
6. Board Minutes from September through most current meeting each year
7. Reports
 - Detailed General Ledger
 - Detailed General Ledger by resource, for all 8000 objects
 - Original adopted budget and final revised budget for each fiscal year
 - First and second interim reports including the criteria and standards
 - Original adopted budget for each fiscal year
8. Fixed Asset information:
 - Detailed fixed asset inventory as of June 30th each fiscal year
 - Schedule of current year fixed asset additions and deletions
9. Leases: copies of all lease agreements, loan agreements, and other commitments entered into during the year.

XXXII. PROGRAMMATIC AUDIT:

The Charter School shall ensure that an annual audit of the programmatic operations of ACA will be conducted. This performance audit will include the review of each component of the Charter for compliance, an analysis of whether goals are being met, a review of all state and federal student assessment data and reports, a summary of major decisions made/policies established by the board in each year, data on level of parent involvement in governance and operation of the school, summary data from annual student / parent satisfaction surveys, data regarding number of staff and their qualifications and verification of credentials, review of health/safety procedures and summary of any major changes, a review of the suitability of the facility in terms of health and safety and educational utility, review of all budget reports, financial projections, leases and insurance policies, review of admission practices including the number of enrolled students, waiting lists, expulsions and suspensions, review of any internal/external dispute resolutions, and a site visit by the granting agency to include observation of the instructional program.

XXXIII. SUSPENSIONS AND EXPULSIONS:

Students at ACA are treated with respect and expected to treat others with respect. Attending ACA is a privilege. The staff of ACA works to cultivate student awareness of three fundamental responsibilities that are essential to the learning process: (1) concern for the feelings and rights of individuals, (2) concern for public and private property, and (3) concern for the rules and guidelines of the school. Parents will be provided with the school's discipline contract which outlines behavioral expectations and consequences based on Positive Discipline philosophy. This contract will be signed by both parents and students during the admission process.

Students who disregard ACA's policies will be asked, along with their parents, to meet with the teachers to clarify the policy. If they choose to continue to disregard the school's policies, or if a single infraction is unusually serious, they may be temporarily or permanently separated from the school, (suspended or expelled).

XXXIV. SUSPENSION AND EXPULSION PROCEDURES:

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at ACA. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

ACA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments and others means of correction consistent with Education Code section 48900.5(b), and suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the safety of employees, students, staff or other persons.

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

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director of Education or designee's concurrence.

3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. C
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that

student for being a witness.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Educational Administrator or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student. The conference may be omitted if the Educational Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Educational Administrator or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Educational Administrator or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter Council following a hearing before it or by the Charter Council upon the recommendation of an Administrative Panel to be assigned by the Charter Council as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Charter Council member. The Administrative Panel may recommend

expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an administrative panel hears the case, it will make a recommendation to the Charter Council for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or

Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School

must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Charter Council, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

I. Written Notice to Expel

The Educational Administrator or designee, following a decision of the Charter Council to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status at ACA.

The Educational Administrator or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name

- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the District's superintendent of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

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

N. Readmission

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

XXXV. STAFF RETIREMENT SYSTEM:

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. -- California Education Code Section 47605(b)(5)(K)

All full-time employees of the Charter School will participate in a qualified retirement plan. Certificated employees will participate in the State Teachers Retirement System ("STRS"). Classified employees will participate in the federal social security system. All part-time staff will participate in the federal social security system. The Charter School shall be responsible to ensure that arrangements for coverage are made.

XXXVI. ATTENDANCE ALTERNATIVES:

Governing Law:

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

No student may be required to attend ACA. Students who reside within the District who choose not to attend ACA may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in ACA will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in ACA, except to the extent that such a right is extended by the District.

XXXVII. RIGHTS OF SCHOOL DISTRICT EMPLOYEES:

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

All applicants for positions with the Academy will be considered through an open process, and if hired, will enter into an employment agreement with the Charter School. The Charter School is independent from the District and any District employees who choose to work at ACA shall resign their status as permanent employees of the District and all of their rights and benefits thereof. All persons employed by the Charter School shall not be deemed to be employees of the District for any purpose whatsoever. ACA's employees shall have no employment rights of any kind with the District.

The Charter School will develop and maintain an Employee Handbook detailing the rights and responsibilities of all ACA employees and shall comply with all anti-

discrimination and sexual harassment employment laws applicable to public agencies. No later than September 1, 2013, and by July 1st of each subsequent year, the Charter School shall provide the District with two (2) copies of the Employee Handbook. The Charter School shall annually update and revise the Employee Handbook to reflect changes in the law and/or policies. The Charter School shall be solely responsible for the hiring and compensation of Charter School employees, including but not limited to, salary, health benefits, sick leave, vacation, and retirement benefits. The Charter School shall notify all applicants for positions with ACA that accepting employment at ACA may exclude the applicant from further coverage in the applicant's current retirement system.

No later than September 1 of each year, the Charter School shall provide the District proof of employment of at least one (1) appropriately credentialed, "highly qualified" full-time equivalent teacher for each thirty (30) pupils of projected or actual enrollment at ACA for that school year, unless an alternative grade level or class configuration is mutually agreed upon by the parties. The Charter School agrees to employ teachers according to the applicable "highly qualified" criteria in federal and state law. The District reserves the right to review Charter School hiring decisions to ensure compliance with applicable federal and state mandates regarding highly qualified teachers and to determine whether a teacher is deemed to be appropriately credentialed and "highly qualified."

XXXVIII. DISPUTE RESOLUTION:

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

A. Disputes with the District

In the event of any dispute between the Charter School and the District, excluding revocation of the Charter but including audit exceptions and deficiencies, the Charter School and the District agree that the complaining party shall prepare a written statement of the dispute which shall be simultaneously submitted to the District Superintendent and the Charter School's Administrative Team. The Administrative Team and the Superintendent shall meet and confer within five (5) business days from the date of receipt of the written statement and attempt to resolve the dispute. In the event the matter is not resolved, the parties shall identify two members of their respective governing boards who shall meet with the Superintendent and Educational Administrator within ten (10) business days and attempt to resolve the dispute. If this meeting fails to resolve the dispute, either party may, within five (5) business days following the meeting, submit the matter to the Contra Costa County Superintendent of Schools, or a mutually agreeable mediator if the County Superintendent will not hear the matter, for final determination in accordance with any procedure determined and prescribed by the County Superintendent or mediator. Review by the County Superintendent or mediator to be held no later than

forty-five (45) business days of receipt of the initial dispute statement. If the parties are unable to resolve the matter before the County Superintendent or mediator, they may pursue any other remedy available at law. The cost of the mediator shall be equally split between the Parties.

B. Disputes Arising From Within the School

The Charter School shall timely notify the District of any and all internal disputes, including but not limited to, disputes between the Charter School and its employees, students, parents, vendors, etc. The District shall have the authority to mediate any internal dispute between the Charter School and a student/parent and to intervene in any dispute to ensure that matters involving the District’s oversight responsibilities are timely resolved. Disputes arising from within the school, including all disputes among and between staff, volunteers, advisors, partner organizations and Charter Council members, shall be resolved pursuant to policies and processes developed by the Charter School. The District shall maintain the confidentiality of any and all Academy student and employee information that it may possess as a result of its supervision and oversight responsibilities to ensure that the right to privacy of both students and employees is not violated.

XXXIX. EMPLOYEE REPRESENTATION:

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. -- California Education Code Section 47605(b)(5)(O)

The Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (“EERA”). The charter school recognizes the employees’ rights under the EERA provisions to organize for collective bargaining. The Charter School shall ensure that all contracts for employment clearly reflect that the Charter School is the exclusive public employer for purposes of the EERA.

XL. CLOSURE PROTOCOL:

Governing Law: A description of the procedures to be used if the charter school closes- Education Code Section 47605(b)(5)(p) The following procedures shall apply in the event that ACA closes. The following procedures apply regardless of the reason for closure.

Closure of ACA will be documented by official action of the Charter Council. The action will identify the reason for closure, whether ACA’s charter was revoked, not renewed, or closed voluntarily, and the effective date of the closure. Where possible, school closure will take effect at the end of a fiscal year, and the decision to close a charter school, for

any reason, will be made at least sixty (60) days in advance of the effective date of the school's closure.

The Charter Council will identify an entity ("Entity") responsible for closure-related activities as well as an individual who will serve as the official contact for purposes of implementing school closure in accordance with the charter school's plan for closure and transition of students. The Charter School shall ensure that the Entity is experienced in dissolution and closure of public educational programs and the Entity complies with all legal requirements regarding the confidentiality of student records.

The Administrative Team of ACA will be the staff members responsible to serve as the official contact for purposes of implementing the closure protocol and its plan for maintaining and transferring student records. If ACA is closed by the Charter Council, or if ACA's Charter is revoked by the District, the Entity will promptly notify the District, the County Office of Education, the retirement systems in which the ACA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), the California Department of Education, other local public schools that might expect to receive transferring former students of ACA, and all students, parents, and ACA employees and contracted personnel, of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter Council will ensure that the notification to the parents and students of ACA of the closure provides information to assist parents and students in locating suitable alternative programs. The notification shall include identification of the name and contact information of the person or persons to whom questions and all reasonable inquiries may be made from both the Charter School and the District. This notice will be provided promptly.

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of ACA shall be transferred to the District upon closure.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending ACA, shall be distributed in accordance with the Corporation's Articles of Incorporation, except as set forth below. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. Upon closure, all remaining assets after payment of all debts and liabilities, refunds to applicable agencies, etc, shall specifically revert to the District.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of ACA.

As ACA is operated by a nonprofit public benefit corporation, should the Corporation dissolve with the closure of ACA, the Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies, except as set forth below. Specifically, upon dissolution, all remaining Corporation assets deriving from ACA, after payment of all debts and liabilities, refunds to applicable agencies, etc., shall revert to the District. The Charter School's reserves will be used to undertake the procedures identified above.

XLI. CONSULTANTS:

The Petitioners have retained the services of Young, Minney & Corr, a full-service charter school law firm that represents a majority of California's charter schools to ensure that the charter school's operations are legally compliant. The Petitioners have also

contracted with Delta Managed Solutions, LLC., for administrative support services, including, but not limited to, budget reporting, payroll, attendance accounting, and accounts payable. Lastly, the Petitioners have signed a contract with the Charter Schools Development Center, which provides technical support services to charter schools in the areas of governance, finance, special education, curriculum and assessment, facilities, credentialing, collective bargaining and other employment law.

XLII. DISTRICT IMPACT STATEMENT SUMMARY:

1. Estimated Enrollment at Full Enrollment: 200
2. Support Services: The Charter School may contract with the District or a qualified third party for the provision of support services for ACA.
3. Oversight, Renewal and Performance Monitoring: These shall all be performed by the District and Charter School in accordance with the provisions of the Charter Schools Act of 1992.
4. Facilities: ACA will be located at the District's facility at 3325 Hacienda Way in Antioch, California, subject to the terms and conditions set forth in the Parties' Facility Use Agreement. The Charter School shall comply with all state and federal laws regarding the use of the Site as school facilities, shall maintain all required property and liability insurance for the Site, and shall indemnify the District against any and all claims involving or occurring at the Site as set forth more fully in this Charter.
5. Legal Status of School: California Nonprofit Public Benefit Corporation
6. Administrative Services: The Charter School shall be solely responsible for providing all administrative and/or personnel services provided to the Academy by the Charter School and/or a qualified vendor ("Vendor"), including but not limited to payroll, State Teachers Retirement System ("STRS") reporting and contributions, accounting and fiscal services, accounts payable, and as set forth in the Charter. The Charter School shall provide the District a copy of its agreement with the Vendor no later than July 31, 2013.
7. Risk Management: The Charter School shall contract separately for all insurance and name District as an additional insured.
8. Civil Liability Effects: See letter from Charter School legal counsel Jerry Simmons to Superintendent of District dated February 28, 2008.

XLIII. TRANSPORTATION:

The Charter School shall not provide transportation to pupils enrolled in ACA, except to the extent necessary or desirable for instructional purposes, as determined by the Charter School and at the sole cost and expense of the Charter School. The Charter School shall ensure that ACA fieldtrip consent and medical insurance forms are consistent with District forms. The District shall not provide transportation to any pupil enrolled in ACA or otherwise be responsible for paying any costs in connection with transporting ACA students, except to the extent such services may be required pursuant to an Individual Education Plan.

XLIV. FOOD SERVICES:

The Charter School may contract with the District's Department of Nutrition Services, or a qualified vendor, to provide food services at ACA subject to a separate agreement with the District or vendor. If the Charter School and District execute an agreement for the provision of food services at ACA, any additional costs not covered by Federal and State nutritional grants shall be borne by the Charter School. The District shall not provide or otherwise be responsible for paying any costs in connection with food service to ACA students.

XLV. EQUIPMENT AND MATERIALS:

All equipment and materials purchased by the Charter School with Average Daily Attendance ("ADA") funding generated by students enrolled in the Academy, shall remain the property of the District upon closure of the Academy. If the Charter School is required by the State of California to liquidate such equipment or materials to repay or return State funds upon closure of the Academy, all remaining equipment and materials shall revert to the District. The Charter School shall be solely responsible for maintaining such equipment and/or materials in good working order and may not use such equipment and/or materials for any personal or private use. The Charter School shall mark and identify, and maintain a written inventory of, all such equipment and materials. The written inventory shall be updated and provided to the District annually.

XLVI. DEFENSE AND INDEMNITY:

The Charter School shall defend, indemnify, and hold harmless the District and its officers, agents, servants, representatives and employees from and against any and all claims, including but not limited to, misuse of public funds, failure to identify special needs students, loss of use, liability for damages, claims, demands, actions and proceedings that actually or allegedly arise in any manner from the Charter School's operations, or use and occupancy of the Site, and all costs and expenses connected therewith, including reasonable attorneys' fees, of whatsoever cause or nature on account of any damage to or the loss or destruction of any property, including property of employees of District, or injury to or death of any person, including ACA students, Charter School employees, and District students and employees, caused in whole or in part by any negligent act or omission of the Charter School, or any of their officers, agents, servants, representatives, employees or subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable. The Charter School shall also indemnify and hold the District and its officers, agents, servants, representatives and employees, harmless from and against all claims and liens of all persons based upon the furnishing of labor or materials in connection with the performance of work or other operations under this Charter, including, but not limited to, reasonable attorneys' fees incurred by the District. The indemnification provisions contained in this Charter include but are not limited to any violation of applicable law, ordinance, regulation or rule, including where the, loss of use, liability for damages,

claim, demand, action, proceeding or cost and expense was caused by deliberate, willful, or criminal acts of the Charter School, or any of their officers, agents, servants, representatives, employees or subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable or their performance under the terms of this Charter. The indemnity provisions of this Charter shall survive the expiration or earlier revocation of this Charter.

XLVII. INSURANCE COVERAGE:

The Charter School shall take out and maintain, during the term of this Charter, such public liability and property damage insurance as shall protect the District, its officers, agents, servants, representatives and employees from all claims for personal injury, including accidental death, to any person, as well as from all claims for property damage arising from operations under this Charter, in minimum amounts as follows:

Public liability: \$5,000,000 per person and \$15,000,000 per occurrence; Property damage: \$1,000,000 per occurrence and \$2,000,000 aggregate.

The Charter School shall not issue enrollment packages to prospective students, enter into employment contracts, or otherwise engage in activities related to instruction under the Charter until all required insurance certificates have been delivered to the District. The insurance policies shall include the following: (1) a clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice stating the date of cancellation or reduction has been mailed to the Antioch Unified School District. Date of cancellation or reduction may not be less than thirty (30) calendar days after date of mailing notice;" (2) language stating in particular who is insured, extent of insurance, locations and operations to which insurance applies, expiration date, to whom cancellation or reduction notice will be sent; and (3) a statement that the District and its officers, employees and agents are named as additional insured by way of endorsement to the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by the District. Each insurance company shall be an insurer admitted to do business in California with a "VIII" or better rating according to the current edition of Best's Insurance Reports.

The foregoing requirements as to the types and limits of insurance coverage to be maintained by the Charter School, and any approval of said insurance by the District, or its insurance consultant(s), are not intended to and shall not in any manner limit or qualify the liabilities and obligations otherwise assumed by the Charter School pursuant to this Charter, including but not limited to, the provisions concerning indemnification.

Except as set forth in an MOU between the District and Corporation, the Charter School shall take out and maintain, during the term of the Charter, a workers' compensation policy written in accordance with the laws of the State of California and providing coverage for any and all employees of the Corporation or ACA. This policy shall provide coverage for workers' compensation as required under California law and within

statutory limits. At a minimum, this policy shall provide coverage of \$1,000,000 per occurrence for Employers' Liability.

The Charter School shall take out and maintain, during the term of the Charter, all insurance policies provided for in the Charter, including directors and officers insurance, and employment practices insurance, and shall name the District as an additional insured party.

XLVIII. DIRECT FUNDING:

The Charter School elects to receive the state aid portion of charter school general-purpose entitlement and categorical block grant funds directly in accordance with Education Code section 47651(a)(1). Funds for ACA shall be deposited directly into an account for the "Antioch Charter Academy" with the Contra Costa County Office of Education (CCCOE). The District shall apportion funding for each unit of regular ADA at ACA in an amount equal to the base revenue limit for the District and shall deposit such ADA funds, in-lieu property tax and/or all other revenues to which ACA is entitled in accordance with applicable statutory or regulatory authority into the school's account with the CCCOE. The Charter School recognizes that the District shall have no responsibilities for funding ACA beyond the actual funding received for ACA.

The Charter School agrees that all funding received for ACA, from any and all sources, including but not limited to all funding sources set forth in the Charter or any MOU or agreement with the District, shall be used exclusively to operate ACA, and shall not be used, either directly or indirectly, or by loan or gift, to fund, assist, pay for the debts of, or towards the operation of, any other school or establishment managed, controlled, or operated by the Corporation or ACA, or its members, officers, agents, servants, and employers, or for any other purpose whatsoever.

XLIX ATTENDANCE REPORTING, SCHOOL CALENDAR, BELL SCHEDULE, AND OTHER DATA:

The Charter School shall develop and provide the District with a copy of ACA's annual attendance calendar and bell schedule and shall submit both to the District prior to the upcoming school year. ACA shall maintain no less than the minimum number of instructional minutes required by the Education Code for each grade level.

Subject to District approval, the Charter School shall establish and maintain an attendance reporting system to record and account for ACA's ADA, as defined in Title V California Code of Regulations section 11960. The Charter School will timely report ADA figures to District as necessary to enable the school to receive the funding specified in this Charter. The Charter School shall provide the District with a monthly enrollment report, including the names and addresses of all pupils enrolled in ACA, no later than the 15th calendar day of the following attendance month. The Charter School shall provide all data and reports required by the District in hard copy and electronic data files. The

Charter School shall submit enrollment and demographic information to the California Education Data System (CBEDS), or its successor, the California Student Information System (CSIS), to the extent and in the manner specifically required by law or regulations applicable to charter schools. Upon request, the Charter School shall provide the District with documentation of the teacher/student ratio for ACA.

L. COMPLIANCE WITH EXTERNAL SOURCE FUNDING REQUIREMENTS:

The District and Charter School shall comply with all terms and conditions, of any external source funding requirements applicable to funding received by the District on behalf of ACA, if any. Upon reasonable advance written request by the District, the Charter School shall provide evidence to the District that the Charter School is in compliance with all such requirements and shall provide the District with all reports, data, and information reasonably necessary for the District to meet any reporting, certification, or other requirements for such funding.

LI. REVOCATION:

In the event the District believes there may be a matter that could lead to revocation of the Charter, the District shall provide the Charter School with written notice of its belief and an opportunity to meet with and respond to the District within a reasonable time, which shall be not less than five (5) business days, prior to issuing a written notice to “cure and correct” in accordance with Education Code section 47607(d). Thereafter, if the District determines that revocation is warranted, it shall comply with the procedures set forth in Education Code section 47607 (as amended effective January 1, 2007) and its implementing regulations.

LII. ANNUAL REVIEW:

The Charter School shall participate in an annual review conducted by the District of all programs offered at ACA, including their effectiveness and student achievement. The review may, at the District’s discretion, require changes to the Academy’s programs to make the Charter School comply with the educational curriculum outlined in the Charter.