

**Abraxis Charter School  
Charter Petition  
Material Revision  
Change in Board of  
Governance**

**May 31, 2016**

**Abraxis Charter School  
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## **I. INTRODUCTION/CHARTER SCHOOL PHILOSOPHY**

The R House, Inc. is a community-based organization that provides services to Sonoma County and has done so for the past 30 years. The R House is recognized as one of the leaders in the field of substance abuse and rehabilitation. The R House has been involved in the community to ensure that the adolescents have access to all the opportunities they deserve to lead a productive life. One of the areas of focus for the R House is education in their residential program. A majority of the students have long histories of many difficulties in school. To address this issue, in 1985, R House's Board of Directors authorized the development of a non-public school, called Rincon School. R House has continued to support and help with the infrastructure of the Rincon School. Currently, the Rincon School is separate entity with its own administrator and staff. It is a very successful non-public school and has been recognized as a model school.

R House's relationship with Sonoma County Probation Department, Sonoma County Department of Health Services, and Sonoma County Human Services continues to grow. A program offered to eligible students at Abraxis Charter is a curriculum called Teen Relapse Prevention. This is a harm-reduction model and is delivered in a group format. The Abraxis Charter School sites houses these different services and are easily accessible to students and families of the Charter School.

The Abraxis Charter School staff has made it a priority to develop an active relationship with the Santa Rosa City Charter School District. On August 21, 2006, Santa Rosa City Charter School's Child and Welfare Attendance granted permission to the Charter School to enroll students expelled from the district. Working closely with CWA, Abraxis Charter continues to provide an educational opportunity to these high-risk youth to modify their behaviors and seek admission back to the district if warranted or to remain on a completion track at the Charter School. Additionally, to support this endeavor, Abraxis Charter School administrative staff attends monthly meetings that the district sponsors for the Santa Rosa Police Department, Sonoma County Probation and the Assistant Principals for middle and high schools. The focus of these meetings is to discuss common issues and concerns of student safety throughout middle and high school campuses.

The philosophy driving R House to continue the Abraxis Charter School is that all children deserve the chance to be successful in an educational environment that believes in them. When curriculum is engaging and rigorous, incorporating academics as well as social and physical well-being, all students can succeed. In order to meet these needs, some students' issues necessitate an independent study curriculum track. We have seen over the past three years a small number of students that would benefit from this type of approach. Abraxis Charter will assess individual student needs and abilities to determine whether Independent Study would be appropriate. Qualifying students would exhibit issues around safety (opposite gang sect) or demonstrate the need to work to support a family. Everyone is in agreement that there is on-going urgency in reaching these high-risk youths, and an understanding that this is a life-changing opportunity for students. We recognize that a small number of students may be served off site due to safety reasons.

On February 13, 2008, the District approved an additional site of the Abraxis Charter School located at 175 B Pythian Road, Santa Rosa. The students attending this site were residents of the R House treatment program. That school site was owned by County of Sonoma and in the past has been the site of other school programs. Since the student population of R House is exactly the same as that already served by Abraxis, this amended petition merely added a new site, R House

Glass Mountain, to the list of authorized locations for Abraxis to serve. In May, 2011 the residential school site was transferred, by amended petition, from the 175B Pythian Road site to 540 Middle Rincon Road, which is a property owned by the R-house organization.

The residential youth have the same characteristics to those currently served by Abraxis Charter School in that these students are also considered high-risk individuals and benefit from the isolated geographical location of the school site. The Abraxis Charter School intends to expand its same services to this student population that have a great risk to drop out of school, have a long history of failing in traditional school settings, have exhibited long-term problems with authority and are not meeting graduation requirements.

Abraxis Charter School was initially designed to provide the educational services for 11<sup>th</sup> and 12<sup>th</sup> grade students, but with the growth in enrollment experienced over the past three years, younger students (9<sup>th</sup> and 10<sup>th</sup>) with the same educational struggles solicited the Charter School for services. The Abraxis Charter will continue to serve students in grades 9-12 with the emphasis to improve the graduation rate of students who have failed in the other school settings and to provide vocational opportunities and training. Abraxis Charter recognizes that students within the Santa Rosa City School District have accumulated credits toward a high school diploma. To support that track, as well as considering the importance of transferability, the Charter School is aligning its graduation requirements to that of the District. Special emphasis will be extended to students who are considered high-risk individuals. These students are the ones who have dropped out, or been suspended or expelled from other schools. They are the students whose needs often cannot be met by the local school district because of their emotional and behavioral histories. To these ends, R House continues to pledge its financial support toward the operation of the Abraxis Charter School.

Additionally, for the academic year 2013-2014, Abraxis Charter intends to add an alternative graduation pathway option for 11<sup>th</sup> and 12<sup>th</sup> grade students deficient in credits. This diploma will include the mandatory state minimum requirements for graduation, plus a vocational element and a reduced elective requirement. The total requirement adds up to 180 credits as opposed to the regular 220 credit option. This track is already offered by other alternative schools in the area. Graduation is a prime motivator for our population of students. We will also offer an accelerated credit calculation, which reduces time requirements from 15 hours per credit to 12 hours per credit. This policy is intended to intensify student focus, without diminishing access to state standards. It also brings our credit requirements in line with those already offered by our local competitors.

## **II. EDUCATIONAL PROGRAM**

*“A description of the educational program of the Charter School, designed, among other things, to identify those whom the Charter School is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” - California Education Code Section 47605(b) (5) (A)*

### **A. Mission**

The mission of Abraxis Charter School is to serve Santa Rosa and its diverse students by:

1. Providing an excellent education,
2. Vocational education, GED tutoring, high school diploma; and
3. Developing responsible young adults who are capable and able to be a positive influence in the community.

We will achieve this mission to serve economically and ethnically diverse high Charter School students ages 14 to 19, serving grades 9-12, by offering significant personal attention and support, a rigorous curriculum, and a comprehensive vocational education program. Abraxis Charter School graduates will be self-motivated, competent, lifelong learners, able to demonstrate the ability to communicate, and take personal and social responsibility for their lives.

### **B. Vision**

Our vision includes increasing opportunities for disadvantage youth, improving student learning, encouraging the use of different and innovative teaching methods, developing holistic forms of assessment, and creating new professional opportunities for teachers, including responsibility for curriculum and Charter School governance

### **C. Whom the Charter School Is Attempting To Educate/Grade Levels Served**

This program is designed to educate adolescents from a diverse socio/economic background. The program is structured to provide expanded learning opportunities for students’ abilities of all levels. The program accommodates students traditionally classified as academically low achieving as well as students who are gifted and talented. Particular effort is made to recruit hard to serve, out of school, and underserved students returning to the community from residential programs, foster care, county Community School, court schools, probation programs, expulsions and other adolescents transitioning into their last phase of their education. The personal attention and quality of our academic program can greatly benefit many students who have problems at larger school campuses. Abraxis Charter School supports the development of students who:

- ✚ Have a great risk to drop out of Charter School
- ✚ Have a long history of failing and/or dropping out in traditional Charter School settings
- ✚ Have exhibited long-term problems with authority
- ✚ Are not meeting graduation requirements

The Abraxis Charter School offers on-site classes and a small offering of off-site classes that fill the requirements of grades 9<sup>th</sup> through 12<sup>th</sup>. Special attention is given to 18 and 19 year old students who are working toward completing the last year of their high school requirements. Some of these students may need intense one-to-one tutoring to help them academically catch up or, if necessary to prepare to take the GED when they are extremely deficient in credits to graduate with a high school diploma.

**D. What It Means To Be an Educated Person in the 21<sup>st</sup> Century**

Abraxis Charter School believes that an educated person in the 21<sup>st</sup> Century:

- + Has developed positive attitudes toward people and diversity;
- + Recognizes that all people are valuable;
- + Understands that learning is ongoing and lifelong;
- + Is an independent thinker, open to exploration and experimentation; and
- + Obtains, assesses and utilizes information effectively.

**E. Faculty**

Abraxis Charter School faculty is composed of highly qualified teachers as defined by the No Child Left Behind Act (“NCLB”) who shares in our mission and vision.

Hiring criteria, as further described below in Section V, includes demonstrating expertise working with diverse youth, an ability to work in teams, an ability to reflect, learn and improve, and a willingness to take responsibility and exercise leadership, for the Charter School as a whole. Teaching applicants must welcome being treated as critical stakeholders expected to assume significant administrative, responsibilities.

**F. Location and Facility**

The Abraxis Charter Schools are located within the boundaries of the Santa Rosa City School District at 75 Carrillo Street and 540 Middle Rincon Road, Santa Rosa, California.

The 75 Carrillo Street site has excellent nearby public transportation, and provides access to the invaluable resources in the downtown area of Santa Rosa with many employment and vocational training opportunities. Also located nearby is the Santa Rosa Junior College, which provides additional educational programs. There will be an effort to assist students, who desire to attend Santa Rosa Junior College with registration for classes that will supplement their academic classes offered at the charter school.

The total square footage of the classrooms located at 75 Carrillo Street is 1487. The administrative office is 1024 square feet, consisting of 3 offices and one large conference room. The current fire inspection on the classrooms was completed by the City of Santa Rosa Fire Department on 10/21/2012. The administrative office is located on site, which allows for supervision of the whole campus. All buildings are wheel chair accessible and Americans with Disabilities Act (“ADA”) compliant. There is an outdoor basketball court for physical education and picnic tables for outdoor eating and socializing.

The residential Abraxis Charter school classroom at 540 Middle Rincon Road is located on R house property within Santa Rosa City Limits. There are several parks within Santa Rosa City parks in the immediate area that provide for outdoor activities. The property includes a soccer field, basketball court and volleyball court. In addition to the buildings, the property has a large paved area, a covered patio for inclement weather and an open enclosed courtyard with picnic tables for enjoyable weather.

The classroom is 576 square feet and has a 23.85 square foot bathroom in the adjacent building. The last fire inspection was completed on 7/9/2012 and no violations or deficiencies were noted. R house manages the maintenance and performs preventative maintenance checks on a regular basis.

## **G. How Learning Best Occurs**

Abraxis Charter School continues to strive to achieve its mission and visions by relying on the seven concepts which Abraxis Charter School believes allow learning to best occur:

1. Personal attention
2. Active Learning
3. Multicultural sensitivity
4. Academic rigor with sufficient support
5. Technology
6. Vocational training development
7. Integrated Instruction

### 1. Personal Attention

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals. This is achieved by having, among other things:

- ✚ A small high school
- ✚ Small classes
- ✚ Advisory Groups, where each teacher is responsible for 15-20 students; and
- ✚ Significant parent involvement.

### 2. Active Learning

An emphasis is put on active learning approaches, rather than a “teacher fronted” classroom. More “hands-on” assignments are incorporated into lesson plans, with group activities encouraging cooperative learning that can tap into the student’s “prior knowledge.”

### 3. Multicultural Sensitivity

Because our students are so diverse, it is important to understand them and honor their backgrounds.

Accordingly, Abraxis Charter School is committed to developing:

A multi-cultural curriculum: Cultural Diversity is actively sought and addressed across the curriculum. In English Language Arts (ELA), we compare world

literature, read novels with heroes from a variety of cultures. Examples: *Parrot in the Oven* or *The Kite Runner*.

In Social Studies, we utilize numerous opportunities to celebrate diversity. Black History Month is given a high profile every February as we dedicate most of our social science teaching toward achievements of African American pioneers. In 2013, President Obama made a proclamation asking students to observe and embrace Black History Month. This challenge to schools provided the staff and students of Abraxis Charter School with the energy and impetus to suitably honor diversity. Furthermore, having witnessed the value to our community, staff members are committed to future projects. Teachers and support staff also embrace multi-cultural aspects of world religions in World History, along with immigration patterns in U.S. History to give an informed and balanced view of diversity.

Other subjects, such as biology and economics involve strands of diversity, as students learn about the interdependence of the world's populations and their economies. This contributes to the whole understanding of the strength of diversity. We also have themed Parent's Evenings, and fund raisers, when the foods of a variety of cultures are highlighted, including Mexican, Italian, Cajun, and Asian meals. Students are encouraged to share their own cultures and traditions, nurturing acceptance of our multi-cultural community.

A diverse faculty: Our faculty consists of a culturally diverse blend of role-models, which currently includes Caucasian, Hispanic, Asian, African American and Native American faculty members.

CLAD trained teachers: All teaching staff members have been trained in CLAD teaching methods, specifically designed to eliminate course bias for students who do not have English as their first language.

Parent-led advisory council. Parents are one of the best sources of feedback, when it comes to reaching out to the diverse members of our population. By actively encouraging a spectrum of diversity on the parent-led advisory council, we create an invaluable resource. This ensures that we respect and appreciate a full range of diversity within our school. Abraxis Charter School is proud of the improvements that we have made toward a truly multi-cultural environment and it is reflected in the attitudes of our students.

#### 4. Academic Rigor With Sufficient Support

All students can benefit from a rigorous academic program if there is sufficient support to ensure success. Abraxis Charter School supports students academically in many ways, including teachers who work with students during lunch and after-

school, a formal after-school tutoring program and an emphasis on parent participation.

Almost all research indicates that parental involvement is the single most important contribution in a student success after socioeconomic status. Abraxis Charter School strives to reach out to parents and involve them with the Charter School in a meaningful way. A major effort is made to encourage parents to work with the students at the Charter School during school hours as a means to help parents understand what the Charter School hopes to achieve with their students and how the Charter School functions. Parents are encouraged to participate in a Parent Council, parent/teacher conferences and other activities that involve their children in the Charter School. Such activities include helping to create academic or behavior support plans for their children or other types of assistance to ensure the success of their children toward their educational goals.

## 5. Technology

An educated person in the 21<sup>st</sup> century is able to obtain, assess and utilize information effectively. The Charter School's technology program increases communication, learning opportunities, and access to research. Whenever possible the use of technology is integrated into the curriculum.

Abraxis Charter School offers its students and staff:

- ✚ Computer in the classrooms or computer lab for all students for special training, research and word processing needs,
- ✚ An average of one computer per four students,
- ✚ Training in keyboarding in commonly-used word processing, database, and spread sheet programs, and
- ✚ Support for teachers in their efforts to integrate technology into their teaching plans.

## 6. Vocational Education

Along with providing students with a strong academic education, Abraxis Charter School helps students develop vocational skills to enable them to compete in today's job market. Many Abraxis students come to the school with little to no training, and no job experience. They often lack the interpersonal as well as the intrapersonal skills necessary to obtain a job, to prepare for and transport them to work each day, and to handle the variety of issues that come with any job. To bridge this gap, Abraxis not only teaches job-readiness skills, but also gives students the opportunity to take interest surveys which introduce them to possible careers. Abraxis focuses on teaching extensive social skills, anger management and time management tools, insuring that they have the knowledge to begin and maintain satisfactory performance on a job. To facilitate access to all resources possible, Abraxis demystifies the community agencies set up to assist kids. This well-rounded approach enables Abraxis students the best chance at finding and keeping a satisfying job.

The vision of our vocational education program is dedicated to the continuous education and development of its students. This comprehensive program is designed to assist the student in taking ownership of their future and helps them develop the skills necessary to be valuable assets to future employers.

All curriculum units revolve around the following three topic areas:

1. Personal Management
2. Professional and Career Management
3. Interpersonal and Life Skills Management

A student may also participate in work experience education in conjunction with the vocational education program and earn credits according to the Work Experience Plan.

7) Integrated Instruction

One of the biggest challenges facing small high schools is being able to meet the California academic content standards. To address this on-going challenge, the Abraxis Charter School encourages collaboration between teachers in core academic courses, and when possible, combines subjects to offer integrated instruction. These combined classes are organized around specific project-based learning activities, and field research, which are integrated into the vocational program when appropriate.

The Charter School offers a balanced mix of subject-specific and integrated subject instruction, enabling the Charter School to develop student understanding and more in-depth critical and analytical thinking skills. Integrated instruction allows the possibility of team-teaching, which can provide a more varied approach toward the curriculum. Further, integrated instruction enables the Charter School's staff to differentiate instruction to meet the varied achievement levels of the Charter School's students.

**H. Educational Program and Curriculum**

An Abraxis Charter School graduate develops the skills to become a self-motivated, competent, life-long learner. Abraxis Charter School offers a developmentally sound curriculum that allows all students to have sufficient opportunities to learn at their own pace with due consideration for their individual abilities and background. The Charter School seeks to encourage the development of attitudes, knowledge and skills, which will serve the student in becoming lifelong learners and contributing citizens of the country.

The Charter School meets all statewide content standards. Four academic subject groups form the core of the curriculum: English/Language Arts, history/social studies, sciences, and mathematics. The topics in these academic areas are taught in a flexible manner to allow for the individual learning needs of the students. All modalities are employed to ensure that students gain sufficient knowledge and mastery of skills for their academic

requirements. The Charter School takes into consideration the challenge of teaching to the four major core content areas and being able to reach the students who may not have been successful in large traditional Charter School settings.

Along with providing students with a strong academic education, the Charter School helps students develop vocational skills to enable them to compete in today's job market. Many Charter School students come to the school with little to no training, and no job experience. Students often lack the interpersonal as well as the intrapersonal skills necessary to obtain a job, to prepare for and transport themselves to work each day, and to handle the variety of issues that come with any job. To bridge this gap, the vocational curriculum not only teaches job-readiness skills, but also gives students the opportunity to take interest surveys which introduce them to possible careers. The Charter School focuses on teaching extensive social skills, anger management and time management tools, insuring that they have the knowledge to begin and maintain satisfactory performance on a job. To facilitate access to all resources possible, Abraxis Charter demystifies the community agencies set up to assist kids. This well-rounded approach enables Abraxis Charter students the best chance at finding and keeping a satisfying job.

The vision of the vocational education program is dedicated to the continuous education and development of its students. This comprehensive program is designed to assist the student in taking ownership of their future and helps them develop the skills necessary to be valuable assets to future employers.

### **Independent Study**

Independent study is an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study offers a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Charter School will approve independent study for an individual student only upon determining that the student is prepared to meet the Charter School's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The Charter School shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747). To foster each participating student's success in independent study, the Charter School established a maximum length of three weeks that may elapse between the date an assignment is given, and the date by which the student must complete the assigned work. This applies to students in grades 9-12. The minimum period of time for any independent study option shall be five school days.

Supervising teachers should assess individual student abilities before they set the duration of independent study assignments (within the limits specified above). A realistic schedule for teacher-student conferences will be set up which can be maintained

consistently and will identify students falling behind in their work or in danger of failing or dropping out of school. Except in unusual circumstances, it is expected that the supervising teacher will meet with each participating student at least once a week to discuss the student's progress.

When a student qualifies for Independent Study, a meeting is held to delineate the term of the Independent Study Agreement. Participants are the student, parent and teacher. The Agreement must include the educational goal, meeting times and location, contact information and the signed commitment from all participants to adhere to the agreement. All independent study units are set up to equivocate class time; for example, 12 hours of study are equivalent to one credit in the assigned subject area. Rubrics are developed to cover curriculum framework set forth by the state standards. When a participating student fails to complete three consecutive independent study assignments in a period of 12 school days, or misses two appointments with his/her supervising teacher without valid excuse, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study.

The Charter School shall annually report to the Board through the Annual Performance Report the number of students participation in independent study, the average daily attendance generated for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study.

The independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students participating in independent study to complete the adopted course of study within the customary time-frame. Students in independent study shall have access to the same services and resources that are available to other students in the school.

Attached as Exhibits B, C, and D respectively, please find the course curriculum, course descriptions, and graduation requirements.

## **I. Serving Students with Exceptional Needs**

The Charter School complies with all applicable provisions of federal law related to serving students with disabilities, including the Individuals with Disabilities In Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1974 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA"). The Charter School understands that it is solely responsible for its compliance with Section 504 and the ADA. The Charter School shall initiate a student study team process to guide referrals for students who may have a disability to determine whether accommodations may be necessary under Section 504. As stated above, all facilities of the Charter School shall be ADA compliant.

The Charter School acts as a public school of the District pursuant to Education Code Section 47641(b) for the purposes of special education and related services. The Charter

School agrees to be bound by the memorandum of understanding (“MOU”) governing special education and related services that is currently in place for the District and its other charters and as may be subsequently revised in the future for all of the charter schools of the District or for the Abraxis Charter School individually. In accordance with Education Code Section 47646, the MOU outlines the manner in which the District shall provide the Charter School with an equitable share of funds or services or a combination of both to support the educational needs of students with disabilities enrolled in the Charter School. In exchange, the MOU also outlines the manner in which, pursuant to Education Code Section 47646(c), the Charter School shall contribute an equitable share of its charter School block grant funding to support District wide special education instruction and services, including, but not limited to special education instruction and services for pupils with disabilities enrolled in the Charter School. The current MOU defines the Charter School’s “equitable share” as the payment by the Charter School of any special education costs in excess of State and Federal special education funding.

**J. Serving Students Who Are Performing Below Grade Level**

Over the past three years, most of the students of the Charter School were performing below grade level, and due to the nature of our student profiles, expect this trend to continue. The Charter School’s program design is targeted at these students. The entire program, as described above, is meant to reach out to those students performing below grade level. We will use differentiated instruction, SRA “Corrective Reading Program” and other current intervention curriculums that become available as part of our curriculum to address those students who are reading below grade level. Those students who are below grade level in math often have pockets or gaps in their knowledge. Instruction is driven upon assessment to pinpoint these areas of need and facilitate remediation. Further, all students are individually paced until skills develop into the instructional range of the group.

**K. Serving Students Who Are Achieving Above Grade Level**

Students with abilities and achievement at or above grade level enroll in the Charter School and based upon experiences outside the educational arena place them in an “at risk” category. The Charter School ensures that these students are continuously challenged and are given curriculum and instruction to maximize their academic potential. Students who are assessed and demonstrate abilities above grade level, are offered a more difficult curriculum using college level text books as appropriate. Curriculum is designed to challenge these students that include project-based research. They will be encouraged and supported to dual enroll in classes at Santa Rosa College.

**L. English Learners**

The Charter School’s student population represents a diverse cross-section of the community, including English learners. Accordingly, the Charter School shall ask all enrolling students to fill out a home language survey. Those students whose primary language spoken at the home is other than English shall be administered the California English Language Development Test (“CELDT”) and thereafter on an annual basis until designated English proficient. The Charter School’s standard of hiring practice is to

employ CLAD trained and certified teachers with experience in providing high quality education for students whose first language is not English. The Charter School instructs students using English only instruction with pull-out instruction as necessary for students with significant language deficiencies.

**M. Transferability of Credit/College Entrance Requirements**

*Governing Law: If the proposed Charter School will serve high Charter School pupils, a description of how the Charter School will inform parents about the transferability of courses to other public high Charter Schools and the eligibility of courses to meet college entrance requirements. Courses offered by the Charter School that are accredited by the Western Association of Charter Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. --California Education Code Section 47605(b) (5) (A) (ii)*

A counseling program with significant academic guidance will provide students and parents with course outlines and description of the classes and their equivalent for transferability to another high school. Course outlines state the eligibility of the courses, which meet college entrance requirements.

Parents are informed by letter (exhibit D2) that the R house Board of Education has approved an alternative course of study that fulfills the California State requirements for a high school diploma. This will be offered for the academic year commencing, August 14, 2013. According to California Education Code, there are 13 mandated courses that must be successfully completed in order to graduate from high school. In addition to these courses, students must successfully pass both portions of the California High School Exit Exam (CAHSEE) in order to attain that diploma. This alternative course of study will be offered to 11<sup>th</sup> and 12<sup>th</sup> grade students who are too deficient in credits to achieve the traditional 220 diploma.

Abraxis Charter will also continue to offer the traditional course of study, as offered by Santa Rosa City Schools, leading to graduation that requires 22 courses. This represents 9 courses in addition to the 13 mandated courses specified by the state of California. By approving the alternative course of study, the Board of Education kept in place the core courses for English, mathematics, science, history/social science, physical education, and visual and performing arts. Since the state does not mandate satisfying both World Language and Visual/Performing Arts for graduation, the alternative course of study eliminates World Language and reduces the number of elective courses by 30 units. A chart is provided for parents to compare the Traditional 220 Diploma and the Alternative 180 Diploma. (See Exhibit D2)

Although the courses are not WASC accredited, parents are informed in the letter that students in alternative education programs who successfully earn 180 credits in the required 18 courses and satisfy the CASHEE requirement will now be able to attain an Alternative Education Diploma from Abraxis School, based on staff recommendation.

The letter explains that the diploma will enable students to apply to some branches of the military, vocational technical institutes and Junior Colleges, along with a transcript evaluation, a personal interview, and a satisfactory score on the required Defense Department examination.

### III. MEASURABLE PUPIL OUTCOMES AND METHODS TO ASSESS PUPIL OUTCOMES

*“The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the Charter School demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the Charter School's educational program.” (Education Code Section 47605(b) (5) (B))*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured.” (California Education Code Section 47605(b) (5) (C)).*

#### A. **Pupil Outcome #1: Student Plan Goals and Benchmarks**

Measurable Outcome: Students of Abraxis Charter School work toward individualized outcome goals, as agreed upon in a “Student Plan” on the basis of his or her own abilities, prior academic achievement, and any other pertinent information that may impact the success of the plan. Each set of individual outcome goals focuses upon specified measurable competencies, on an annual basis, in the core content areas of:

- ✚ Listening, reading, speaking and writing (English / Language Arts)
- ✚ Computation and mathematical problem solving (Mathematics)
- ✚ Scientific principles and relationships (Science)
- ✚ The past and its relationship to the present and future (Social Studies)
- ✚ Completion of the Vocational Program (Vocational)

Goals will be broken down into shorter-term three-month benchmarks by subject area.

On-going assessment provides the pertinent information necessary to analyze individual accomplishment of the goals and benchmarks of the Student Plan. Each teacher assesses student progress towards achievement of these individual goals every three months. Progress Reports are reviewed with students and parents. Conferences are held as needed. At the end of each semester, goals are reviewed and credit awarded for successful completion of goals. Modification of the goals and objectives are made as needed.

It is critical that the assessment methods be varied in order to respond to different student learning styles and the context of varied instructional methods.

Abraxis Charter School promotes the use of a range and balance of school-based assessment strategies. These include student-teacher interviews and conferencing, writing samples, observation, and performance tasks evaluated by means of assessment rubrics and various forms of student self-assessment and standardized tests.

Our assessment methods are based on the following beliefs:

1. In order to have a complete picture of a student’s growth, different types of assessments must be used. Assessments for individual students focus on a student’s growth towards proficiency standards rather than comparing a student’s performance against other students.

2. There should be a close relationship between a desired student outcome and the means used to assess it.
3. Assessing what students do with knowledge is as important as assessing what knowledge they have.
4. Assessment should promote and support reflections and self-evaluation on the part of the students, staff and parents.

**B. Pupil Outcome #2: Annual Improvement in Standardized Testing**

The Charter School strives to demonstrate yearly student improvement on state standardized testing, including meeting API growth targets, and AYP. However, given the small size of the Charter School and the at-risk population Charter School as defined by the California Department of Education, shall seek to register under the Alternative Charter Schools Accountability Measure (“ASAM”). Under the State Board criteria for ASAM, which requires that 70% or more of the pupils in the Charter School are drop outs, wards of court, on long term suspension, expulsion, habitually truant or retained more than once in grade K-8, the Charter School will likely qualify.

District standardized assessments will also be administered to Charter School students as required by the District.

**C Charter School Outcomes: The LCAP goals provide goals and actions to measure the following outcomes:**

1. Each class will be taught by a fully credentialed teacher, and a bank of substitute teachers will be maintained, with teaching credentials monitored annually.
2. School safety will be measured by monthly classroom safety checks. At least 50% of staff will be trained in ‘anti-bullying techniques,’ monitored by training records. ‘In school’ suspensions will be reduced to 10 per year, out-of-school suspensions will be reduced to 6 per year, with zero expulsions, as measured by school discipline records.
3. Each students will all have access to a Chromebook and Study Island ELA and Math programs, aligned with Common Core Standards, as measured by teacher records.
4. The number of students who are achieving passing grades in 3 of the 4 core subjects will increase from 81% to 85% as measured by teacher grading
5. Given a STUDENT PLAN, with least 2 measureable goals per student, based on teacher observation and testing, the number of students meeting those goals will increase from 45% to 50%, as measured by teacher records.
6. Student engagement will be improved by increased use of CLAD-approved teaching techniques. Monitoring of teacher lesson plans will demonstrate regular use of at least 3 CLAD approved techniques, and training records will measure teacher Professional Development.
7. Improved attendance will be measured by daily attendance records. Current 81% attendance will increase by 2% per year for the next three years.

8. Annual monitoring and comparison of CDE statistics, as reported on Calpads, will show reduced drop-out rate from the current 56%, to below the district's current 11.1%.
9. All residential students who are 16 years old or above attend the JC for ILS classes. All students attend TRP daily, except seniors working on credit recovery during that class time, as measured by student attendance logs.
10. Annual CELDT scores will be used to measure progress in language skills. Currently of 12 English Learner students we have - Beginning level: 4 students; Early Intermediate: 3 students; Intermediate: 2 students; Early Advanced: 2 students. Each is expected to move up one performance level per year. A bi-lingual teacher's aide is provided to support EL
11. All students develop a Personal Portfolio including a transition plan, as measured by teacher-grading of the portfolio.
12. Parent attendance at Parent's Evenings will increase from 20% to 50% attendance, as measured by parent sign-in sheets.
13. All our Foster Youth students will receive an hour a week of counseling from mental health professionals, as measured by a counseling log.

**D. Use and Reporting of Data**

The Abraxis Charter School will compile and provide to the District an annual performance report. This report will include the following data:

- + Summary data showing students progress toward the goals and outcomes;
- + A summary and analysis of the Charter School's performance on state-mandated assessments, including the Academic Performance Index or alternative Academic Performance Index and District standardized testing;
- + A summary and analysis of the Charter School's participation in the Alternative Schools Accountability Model (ASAM);
- + A summary of major decisions and policies established by the Board of Directors and a description of the annual training of the Board of Directors;
- + Data on the level of parent involvement in the Charter School's governance and summary data from an annual parent and student survey.
- + An overview of the Charter School's admission practices during the year and data regarding the number of students enrolled the number on waiting list, and the numbers of students expelled or suspended.

The Abraxis Charter School and the Santa Rosa City School District will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports on an on-going basis.

#### **IV. GOVERNANCE STRUCTURE**

*“The governance structure of the Charter School including, but not limited to, the process to be followed by the Charter School to ensure parental involvement.” - California Education Code Section 47605(b) (5) (D)*

##### **A. Operated By a Non-Profit Public Benefit Corporation**

Abraxis Charter School is a public Charter School operated by R House, a duly constituted California Nonprofit Public Benefit Corporation and governed in accordance with applicable California Corporations Code sections, corporate bylaws and was amended for the operation of a public charter school to include Brown Act compliance, compliance with the Political Reform Act, and the Public Records Act in June, 2005. The nonprofit, R House, is a community-based organization that has been working with high-risk youths in Sonoma County for 30 years. Any and all actions by the R House Board of Directors as relates to the Charter School shall be in compliance with the Brown Act, the Political Reform Act, the Public Records Act, and the Corporations Code. Attached as Exhibit A, is a summary description of each Board member of R House. Attached as Exhibit E, are the articles of incorporation and the corporate bylaws in current form.

In accordance with Education Code Section 47604(c), an authority that grants a charter to a Charter School to be operated by a nonprofit public benefit corporation is not liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code Section 47604.32 and subdivision (m) of Education Code Section 47605. Attached as Exhibit F, is a District Impact Statement, and a letter from legal counsel regarding the potential liability of the District.

##### **B. Affirmations**

As stated in Exhibit G, “Affirmations,” the Abraxis Charter School is nonsectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.

The Charter School complies with all applicable federal, state and local laws. It retains its own legal counsel if and when necessary. It purchases and maintains, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies.

##### **C. Board of Directors**

The Board of Directors of R House directs the operations of the Charter School. Subject to the limitations of this charter and of the corporate bylaws, the governance of the Charter School is under the authority of the Board of Directors and it’s duly appointed representatives. In accordance with Education Code Section 47604(b), the District is entitled to a representative on the Board of Directors. Additionally, pursuant to Education

Code Section 47604.32 and BP 0420.4, the District has assigned a liaison between the District and the Charter School.

In October 2015 R house Inc., the parent company of Abraxis Charter School, became a subsidiary of California Human Development (CHD).

The R house Board modified their Bylaws on September 2, 2015 to provide that the R house Board members would be appointed by CHD. The CHD board accepted these Bylaws on October 3, 2015 and these two actions effectively brought R house Inc. under CHD as a 501(c)(3) company. The amended Bylaws are included in Exhibit E. The R house Articles of Incorporation remained unchanged.

R House Inc. is now a 501(c)(3) subsidiary under CHD but will continue to operate as R House Inc. R House Inc. maintains a separate Board from CHD. There are seven Board members, five of who are also on the CHD board and two local members of the community, who are not on the CHD Board. The biographies of each of our board members are included in Exhibit A.

On April 18,2016, the board passed a resolution to adopt new Bylaws of the R house. Articles of Incorporation remain unchanged. The revised Bylaws are included in Exhibit E of the charter.

The Board of Directors is responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- ✚ Approval of the annual Charter School budget, calendar, salary schedules, major fundraising events, and grant writing;
- ✚ Negotiation and Approval of a Memorandum of Understanding (MOU) with the Santa Rosa City School District;
- ✚ Approval of all contracts, contract renewals, and serious personnel actions;
- ✚ Approval of bylaws, resolutions, and policies and procedures of Charter School operation;
- ✚ Approval of all changes to the Charter School's charter in accordance with applicable law;
- ✚ Long-term strategic planning for the Charter School;
- ✚ Participation as necessary in dispute resolution;
- ✚ Filling the position of Charter School Director, as necessary;
- ✚ Monitoring the performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission and charter;

- ✚ Monitoring the fiscal solvency of the Charter School, including participation in the independent fiscal audit;
- ✚ Monitoring overall student performance and participation in the Charter School Annual Performance Report; and if necessary,
- ✚ Participation in student expulsion matters.

The Charter School will update the District of changes to the Charter School Board of Directors as documented by Exhibit A.

The Charter School Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

The Board of Directors will meet regularly to review and act on its responsibilities. All meetings of the Board of Directors as relates to the Charter School shall be held in accordance with the Brown Act. Accordingly, all meetings shall be duly noticed, with an agenda, and open to the public except as specifically allowed by law. The Charter School shall comply with the conflicts of interest provisions of Government Code Section 87100 and applicable portions of the Corporations Code. Accordingly, no more than forty-nine percent (49%) of the Board may be an “interested member.” Further, any Board member with a financial interest in an action to be considered by the Board must disclose the financial interest, excuse themselves from discussion or action and even further, must leave the meeting during that agenda item. Further, no employee of R House, which includes employees of Abraxis Charter School, will sit as a member of the Board of Directors.

As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

The Board 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. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

1. Be in writing;
2. Specify the entity designated;
3. Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
4. Require an affirmative vote of a majority of present Board members.

#### **D. Executive Director**

The Executive Director is responsible for administering the Charter School in all of its aspects, working with the Charter School Board of Directors and the Santa Rosa City

School District, and any other governing bodies specified by local and state law. The Director's duties include, but are not limited to, the following:

- # Attend School district Administrative meetings and to be part of the District "Administrative Team," staying in direct contact with district changes, progress, etc.;
- # Develop Board meeting agenda in conjunction with the Board secretary in compliance with the Brown Act;
- # Supervise, either directly or through subordinates, all employees of the Charter School;
- # Provide timely performance evaluations of all Charter School employees at least annually;
- # Propose policies for adoption by the Charter School Board of Directors;
- # Provide comments and recommendations regarding policies presented by others to the Board;
- # Communicating with Charter School legal counsel;
- # Staying abreast of Charter School laws and regulations;
- # Establishment of procedures designed to carry out Board policies.
- # Present performance audit to the Board and upon review of the Board present audit to the District Board of Trustees and the District Superintendent;
- # Manage communications between District and Board;

### **Education Director**

The Education Director is responsible as the Executive Director's designee to implement the administering the Charter School in all of its aspects, working with Charter School Board of Directors and the Santa Rosa City School District, and any other governing bodies specified by local and state law. The Director's duties include, but are not limited to, the following:

- # Approval of all purchase orders, pay warrants, and requisitions and upon approval, forward on for processing;
- # Participation in the dispute resolution procedure and the complaint procedure when necessary;
- # Grant writing;
- # Establish and execute enrollment procedures;
- # Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues periodically;
- # Provide all necessary financial reports as required for proper ADA reporting;
- # Make budget line item revisions when necessary and report changes regularly to the Board of Directors;
- # Development and administration of the budget in accordance with generally accepted accounting principles;
- # Presentation of a quarterly financial report to the Board;
- # Provide assistance and coordination to the Faculty in the development of curriculum;
- # Oversee parent/student/teacher relations;
- # Attendance at IEP meetings when necessary;
- # Attendance at all Board meetings and attendance as necessary at District Board meetings as charter representatives;

- ✦ Fostering an amicable relationship between District and Charter School and facilitate a sharing of resources between both entities;
- ✦ Establish a Communication Model to facilitate communication among all the groups within the Charter School, between the Charter School and the District, and between the Charter School and the community at large.
- ✦ Create and appoint committees to assist in the execution of certain planning and administrative functions (known as Director appointed committees).
- ✦ Staying abreast of Charter School laws and regulations;
- ✦ Develop the Charter School annual performance audit;

### **Site Coordinator**

The Site Coordinator is responsible as the Education Director’s designee to implement the administering the Charter School in all of its aspects. The Site Coordinator’s duties include, but are not limited to, the following:

- ✦ Student disciplinary matters;
- ✦ Coordinate the administration of Standardized Testing;
- ✦ Plan and coordinate student orientation;
- ✦ Site safety;
- ✦ Attendance at IEP meetings when necessary;
- ✦ Oversee parent/student/teacher relations;
- ✦ Scheduling Classes, Open House events and Graduations;

The above duties may be delegated or contracted as approved by the Board of Directors to another administrator of the Charter School or other employee, or to a third party provider as allowed by applicable law.

### **E. Faculty Team**

All certificated staff is a member of the Faculty Team. The Team, as provider of the day-to-day teaching and guidance to the children, is the primary resource of the Charter School. All faculty also known as staff report to the Director or the Director’s designee. The Director or designee provides ongoing feedback during the course of the year to foster continuous improvement along with periodic evaluations as appropriate.

The Staff is responsible for making recommendations to the Director or designee, and the Board of Directors in assisting in the creation of and the implementation of the curriculum that reflects the mission of the Charter School. Duties include:

- ✦ selection of textbooks, computer programs and curriculum
- ✦ selection and planning of field trips
- ✦ selection and administration of assignments, projects, exams and grading rubrics
- ✦ student counseling as appropriate
- ✦ implementation of new curriculum or classes
- ✦ selection of extra-curricular activities
- ✦ participation in the Charter School dispute resolution procedure and complaint procedure when necessary
- ✦ participation in the special education matters when necessary
- ✦ participation in student expulsion matters when necessary

Participation in an advisory capacity to the Board of Directors shall not disqualify any employee of the Charter School from the full exercise of any right or the entitlement to any benefit afforded employees of the Charter School.

**F. Parent Council**

The Charter School strives to develop a Parent Council every year. This Council is made up of parents and guardians of the students who attend our Charter School. The Council acts in an advisory capacity to the Director and to the Board of Directors. Membership and procedures of the Parent Council are governed by procedures adopted by the parents involved in the Parent Council. Meetings are held throughout the year allowing parents to hear how a charter school operates, how it provides educational services and how it is accountable to the community.

The Charter School promotes and values parent participation. Parents are encouraged to express their concerns, to visit our Charter School and meet with the staff. To this end, the Charter School distributes an annual Parent Survey to all parents requesting them to give their opinions on the progress of their child and encourages them to express suggestions of how the Charter School might improve its services. The responses are returned to the Charter School and reviewed with faculty and administration in order to address any concerns. The survey results are included in the Annual Performance Report.

To encourage additional parent involvement, the Charter School

1. Maintains and circulates an on-going list of extensive participation opportunities for parents;
2. Creates and distributes a quarterly newsletter of school activities and happenings;
3. Offers extra-curricular activities for both student and parent participation.

The Charter School holds an annual **Open House** as an integral part of its continual effort to improve communication and increase the participation of parents and guardians in the instructional programs available.

**G. Training**

The Board of Directors, annually, receives at least five (5) hours of Board training in the operation of a Charter School including but not limited to conflicts of interest laws, the Brown Act, general governance and charter school finance. This training is conducted by expert consultants and is scheduled prior to October 1 of each year.

**H. Special Education**

As described above in greater detail under Section II of this charter, the Charter School shall remain a public school of the District for special education instruction and related services.

**I. Charter School Calendar/Instructional Minutes/Instructional Days**

The Charter School shall follow the school calendar of the District unless otherwise agreed by the District and the Charter School. The Charter School shall offer at least 64,800 minutes of instruction annually and shall offer at least 175 days of instruction each year. The hours of operation shall be 8:00 a.m. and 3:00 p.m. The Charter School expects one hundred percent (100%) attendance of students on site unless unable to attend due to illness or agreement under Independent Study. By May 15 of each year, the Charter School will notify the district if it intends to provide summer school services.

**J. Policies**

The Board of R House will adopt policies to guide the operation of the Charter School. These policies are shown as Exhibit J.

## **V. EMPLOYMENT QUALIFICATIONS**

*“The qualifications to be met by individuals to be employed by the Charter School.” - California Education Code Section 47605(b) (5) (E)*

### **A. Administrators Qualifications:**

The administrative team consists of one Charter School Director and one Business Manager, who will perform the administrative tasks for the Charter School.

Administrators at Abraxis Charter School possess leadership abilities, a comprehensive educational vision that is consistent with the Charter School’s mission and educational program, skill in hiring and supervising teachers, technological and data-analysis experience, and if possible, business and legal experience.

The minimum criteria for administration candidate include having a B.A. degree or its equivalent; evidence of educational experience after college, if applicable (i.e. fellowships, graduate work, etc.); and positive references from the most recent place of employment, college or graduate Charter School. Certification is encouraged, but not required.

### **B. Teacher Qualifications:**

In addition to appropriate teaching credentials, teachers who are hired need to be committed to our mission and vision. The most important qualifications for teachers are: (1) caring about students; (2) expertise in multiple subjects and (3) a willingness to take responsibility for the Charter School as a whole.

The Abraxis Charter School shall retain and employ highly qualified teachers who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teaching Credentialing in accordance with Education Code Section 47605(l) and in accordance with all applicable provisions of the No Child Left Behind Act. These teachers will teach core academic classes of language arts, science, and mathematics and history/social studies. Teachers are responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the Charter School’s operational policies.

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

## **VI. HEALTH AND SAFETY OF PUPIL AND STAFF**

*“The procedures that the Charter School will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the Charter School furnish the Charter School with a criminal record summary as described in Section 44237.” - California Education Code Section 47605(b) (5) (F)*

### **Policies and Procedures**

The Abraxis Charter School maintains a comprehensive set of health, safety, and risk management policies and procedures. These policies were developed in consultation with the District, using the District’s policies as a mode, the Charter School’s insurance carriers and at minimum include the following policy statements:

#### **A. Procedures for Background Checks**

The Charter School complies with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contracts and volunteers and work-site participants prior to employment and/or any one-on-one contact with pupils of the Charter School. The Director of the Charter School monitors compliance with this policy and reports to the Board of Directors on a quarterly basis any changes.

#### **B. Role of Staff as Mandated Child Abuse Reporters**

All classified and certificated staff is mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by Charter Schools within the Sonoma County Office of Education Service Area.

#### **C. TB Testing**

All staff at the Charter School complies with TB Testing Requirements Prior to Commencing Employment.

#### **D. Immunizations**

The Charter School adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

#### **E. Medication in Charter School**

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

**F. Vision/Hearing/Scoliosis**

The Charter School adheres to Education Code Section 49450 ET. Seq. as applicable to the grade levels served by the Charter School.

**G. Emergency Preparedness**

The Charter School adheres to an Emergency Preparedness Handbook drafted specifically to the needs of each Charter School site. This handbook includes but is not limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks.

**H. Blood Borne Pathogens**

The Director, or designee, meet state and federal standards for dealing with Blood Borne Pathogens and other potentially infectious materials in the workplace. The Director, or designee, has established a written “Exposure Control Plan” designed to protect employees 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 body fluids through injury or accident, students and staff follow the latest medical protocol for disinfecting procedures.

**I. Drug Free/Smoke Free Environment**

The Charter School shall continue to maintain a drug and alcohol and smoke free environment.

## **VII. RACIAL AND ETHNIC BALANCE**

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

Application for enrollment is solicited from the community at large in an effort to achieve a diversity of student population, which is racially and ethnically representative of the general population residing within the territorial boundaries of the Santa Rosa City School District.

On-going outreach efforts include:

- ✚ Discussion and distribution of application material to the Santa Rosa City School District Assistant Principals;
- ✚ Regular communication with the Santa Rosa City School District Child Welfare and Attendance Office for potential referrals;
- ✚ Discussion and distribution of application material to Sonoma County Office of Education Alternative Education programs (including Clean and Sober Schools and Community Schools);
- ✚ Attendance of meetings with Sonoma County Juvenile Probation and Sonoma County Human Services to offer school placement for their clients;
- ✚ Collaboration with community based organizations to support outreach efforts; and
- ✚ Regular contact with parents of students.

The Charter School distributes materials in languages other than English when appropriate as well as provides translation at meetings. The Charter School makes use of additional print and non-print media for outreach communications as is feasible. Outreach through community presentation at events reflective of the racial and ethnic population of Sonoma County and advertises within these communities.

## VIII. STUDENT ADMISSION REQUIREMENTS

*“Admission requirements, if applicable.” - California Education Code Section 47605(b) (5) (H)*

Abraxis Charter School is committed to maintaining an enrollment that includes a diverse student population, who are looking for support and assistance in completing high school requirements for graduation. It is open to enroll all students in California who wish to attend the Charter School up to capacity, who want an alternative setting to pursue their high school education. In order to continue to attain our vision of a racially, economically and geographically diverse student population, we use an enrollment process designed to reach out to youths and their families who have been identified as high-risk students. We make an effort to recruit students from foster care, out of home placements, probation placements, community and court schools and social service placements. Admission to the Charter School is open to any resident of the State of California.

The Charter School is nonsectarian in its admissions practices and all other operations, does not charge tuition, and does not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

In the event that the number of students seeking admission to any grade exceeds capacity, the Charter School will conduct a public random drawing or lottery for enrollment in order of approved preference in the following order of priority:

1. Siblings who are residents of the District
2. All other District residents students;
3. Siblings who do not reside within the District.

Students are required to complete the following steps to finalize enrollment:

- ✚ Attendance at an orientation meeting between the Site Coordinator and the parents/guardians to ensure understanding of the Charter School program and the family’s obligations to the program.
- ✚ Complete a written application.
- ✚ A parent or guardian must sign the application, which includes a commitment to support the Charter School’s mission. Parents understand they may be asked to participate in the school program in some capacity.
- ✚ Sign the release for academic records, specifically, for the cumulative file.
- ✚ Each student must participate in academic assessment to determine current levels of academic performance for the Student Plan.

## **IX. FISCAL ISSUES AND ANNUAL AUDIT**

*“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)*

### **A. Funding**

As established by Education Code Section 47630, ET. seq., the Charter School receives funding under the Charter School funding model as follows:

1. A general purpose entitlement pursuant to Education Code Section 47633, which includes in-lieu property taxes and state aid.
2. A categorical block grant amount pursuant to Education Code Section 47634.
3. The Charter School is also entitled to lottery funds, pursuant to Education Code Section 47638.
4. The Charter School is also entitled to class size reduction funds (if applicable), a variety of state and federal application based programs, as well as various grant opportunities. Except as otherwise noted in this Agreement, it is the responsibility of the Charter School to apply for this funding which is beyond the basic statutory entitlement.
5. Any additional funds negotiated by the Charter School in accordance with Education Code Section 47636.
6. On or before July 1 each year, Abraxis Charter will produce a Local Control Accountability Plan (LCAP), to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5 and 47606.5. Charter Schools, pursuant to Education Code sections 47605, 47605.5 and 47606.5, 47607(a)(2) and 47607(b)5(A)(2) must describe goals and specific actions to achieve those goals for all pupils in each subgroup of pupils, including pupils with disabilities, for each of the state priorities and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet grade levels served and the nature of the programs provided, including modifications to reflect only statutory requirements explicitly applicable to charter schools in the Education code. Subgroups in the charter school include at risk students: foster youth students and English Language Learners. Unduplicated students will receive additional funding, namely foster youth students, with mental health issues, will receive one hour a week of counseling, from a trained mental health professional. Also, each classroom will have an Instructional Aide, trained in behavioral intervention techniques, for support and one-on-one tuition as required. Also, a Bilingual Teacher’s Aide is provided to support English Language Learners. Services and Expenditures are included in the goals.

## **LCAP goals 2015 -16**

**Goal 1: Credentialed teachers:** Continue to ensure that all teachers are qualified and credentialed, and trained in CLAD techniques and supported in grade level standards. School action: School monitors credentials annually. Current expenditure for credentialed teachers is \$177,840 (State Priority 1: Basic Services)

**Goal 2: Substitute teachers:** Develop a bank of suitably qualified substitute teachers on whom to call when main teacher is absent. School Action: School will advertise regularly on Edjoin and Craigslist to develop a bank of substitute teachers. Currently school has 2 substitute teachers on file. Current expenditure \$600 a year. We will also encourage qualified classroom mentors to acquire substitute licenses. (State Priority 1: Basic Services)

**Goal 3: Maintenance of a safe, secure learning conditions:** School will maintain an environment where students can learn best, with secure, safe, well-maintained facilities. - Including regular trainings for staff and students on anti-bullying policies. School action: School mentors conduct thorough safety checks monthly. 50% of staff will be trained in 'Anti-bullying techniques.' 'In school' suspensions will be reduced to 10 per year, out-of-school suspensions will be reduced to 6 per year. Zero expulsions. Expenditure \$5000 for maintenance and repair; \$600 for staff training in anti-bullying; \$16,200 for maintaining a safe climate with appropriate utilities. (State Priority 1: Basic Services; State Priority 8: School Climate)

**Goal 4: Implement Tech Plan:** A 3-year Technology Plan will be introduced to enhance learning, incorporate Common Core Standards and accommodate mandatory state assessment with access to computers for all students. School action: Students all have access to a Chromebook and Study Island ELA and Math programs which are aligned with Common Core Standards. Expenditure \$10,000 for Chromebooks: \$500 install wireless Internet at each site; \$2,000 subscription Study Island computer programs; \$6,000 projectors for each classroom. (State Priority 1: Basic Services; State Priority 2: Common Core standards)

**Goal 5: Academic Achievement:** Students will improve their academic achievement in four core subject areas (English Language Arts, Mathematics, Science, and Social Studies). School will purchase books to meet curriculum needs and Common Core standards. School action: School focused on Study Island program and Character-based Literacy curriculum. Currently 81% of students are achieving passing grades in 3 of the 4 core subjects. The goal is to improve to 85% passing 3 of 4 core subjects. Current expenditure \$12,000 for books and other materials. (State Priority 3: Course Access; State Priority 4: Student Achievement)

**Goal 6: Student Plan:** Students will meet individual goals in 2 or more areas, as described in their 'Student Plan,' at a growth rate of 5% per year, as measured by teacher observation and grading. Current baseline is 40% students meeting the benchmarks. Proposed annual benchmarks: 45%; 50%; 55% over the next 3 years. School action: Students are assessed in core subjects when they arrive at our school and they are given measureable goals in their STUDENT PLANS, to monitor progress and measure outcomes. No expenditure. (State Priority 4: Student Achievement; State Priority 5: Other Student outcomes)

**Goal 7: Student engagement:** Supporting Highly effective teachers: Teachers will improve student engagement, by incorporating a greater variety of teaching strategies, making connections with students' prior knowledge and holding high expectations as measured by scrutiny of teacher lesson plans. Provide Professional Development for teachers and mentors. Regular monitoring of the classrooms ensures that teachers are implementing a variety of strategies in their lesson plans, to meet the variety of learning styles of our students. Teachers are currently observed to be incorporating at least 3 CLAD-approved teaching techniques in the classroom. School action: More Professional Development opportunities for teachers. Current expenditure \$5,000 Staff Development. (State Priority 4: Student Achievement; State Priority 7: Student Engagement)

**Goal 8: Consistent attendance:** Students will improve attendance rate by 2% per year, as calculated by dividing the Average Daily Attendance by the average Daily Enrollment. Current baseline attendance rate is 83%. Benchmarks for the next 3 years: 85%; 87%; 89%. School action: Attendance is closely monitored and parents receive phone calls and letters whenever their students are not in attendance. Attendance rate has increased consistently. (State Priority 7: Student Engagement)

**Goal 9: Drop Out rate reduction:** Students will attain a lower drop-out rate than Santa Rosa City Schools District, as measured by CDE published statistics. Annual monitoring and comparison of CDE statistics. Current drop-out rate is 56% as reported on Calpads, as opposed to 11.1% in the district. School action— improved incentives to stay in school, such as accelerated credit retrieval. (State Priority 7: Student engagement)

**Goal 10: Participation in CTE, ILS, and TRP classes:** Students will actively participate in Career Technology Education classes, to develop inter-personal skills, by producing a Personal Portfolio. This should include a professional resume, cover letter, job applications, a Career Cluster Survey, research of at least three internships in areas of interest and a Career Plan. “At risk” Student should participate in Independent Living Skills sessions and Teen Relapse Prevention classes. School action: All residential students who are 16 years old or above attend the JC for ILS classes. All students attend TRP daily, except seniors working on credit recovery during that class time. (State Priority 5: Other Student Outcomes)

**Goal 11: English Learners CELDT test score improvement:** Given instruction by CLAD/SDAE-trained teacher, English Learners will improve their listening, speaking, reading and writing skills by moving up one performance level, as monitored by CELDT scores. School action: Celdt score are monitored annually. Currently of 12 EL students we have - Beginning level: 4 students; Early Intermediate: 3 students; Intermediate: 2 students; Early Advanced: 2 students. (State Priority 3: Course Access; State Priority 4 Student Achievement) A bi-lingual Teacher's Aide is provided, specifically to support EL learners in the classroom. Expenditure \$16,500 (State priority 6: School climate)

**Goal 12: Vocational:** Students will work with the CTE teacher, in coordination with the Vocational Coordinator to develop a transition plan with clear goals. All students develop a Personal Portfolio including a transition plan. Currently, only seniors have worked on transition plans. School action: All juniors and seniors should have a clear transition plan with a timeline. (State Priority 5: Other Student Outcomes)

**Goal 13: Increased Parent involvement:** Increased contact with parents through phone calls, email, Monthly Newsletters, attendance at parent evenings, fundraising

events. The last Parent's evening was successful, with attendance improving from 20% to 50% of families attending out Open House. School action: continue to initiate more phone calls, newsletters and contact with home. Send out bi-lingual surveys to parents with incentives for feedback. (State Priority 6: Parental Involvement; State Priority 7: Student Engagement)

**Goal 14: Counseling for at risk students:** Students with a history of trauma and emotional issues will receive 1 hour counseling per week from mental health professionals, as well as classroom mentor support, as required. School action: All of our Foster Youth students are receiving an hour a week counseling from mental health professionals, and continual support from classroom mentors. Current expenditure 2 support staff in the classroom: \$48,000 (State Priority 8: School Climate)

## **B. Fiscal Reporting**

The Charter School prepares and submits the following reports to the District and the County Superintendent of Schools on an annual basis:

1. On or before July 1, a preliminary budget.
2. On or before December 15, an interim financial report reflecting changes through October 31.
3. On or before March 15, a second interim financial report reflecting changes through January 31.
4. On or before September 15, a final un-audited report for the full prior year.

The Charter School includes a review of the current and projected fiscal viability of the Charter School as part of the performance report described in Section III.E.

## **C. Annual Audit**

Abraxis Charter School, at its own expense, contracts for the service of an independent, and certified public accountant recommended by the Director and adopted by the Board to conduct an annual financial audit. The audit verifies the accuracy of the Charter School's financial statements, attendance accounting practices, and a review of the Charter School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the Charter School. To the extent required, wider applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the District, County Office of Education, the State Controller and to the CDE by December 15th each year. The Charter School's Director along with an audit committee will review any audit exceptions or deficiencies and report to the Charter School Board with recommendations on how to resolve them. The Charter School Board will submit a report to the District describing how the exceptions and deficiencies have been or will be

resolved. Any audit exceptions or deficiencies will be corrected to the satisfaction of the District.

### **R House Fiscal Relationship with Charter School**

The annual financial audit of the R House Corporation is provided to the District within two weeks of completion, no later than April 1st.

Each year by February 15<sup>th</sup>, the R House Corporation Board of Directors will pledge at least \$60,000 to Abraxis for the operation of the Charter School along with a continuing pledge to provide the following indirect, revenue to the Charter School:

- ✚ The cost of paying the mortgage and maintenance of the facility.
- ✚ Payroll services
- ✚ Property and liability insurance
- ✚ Van maintenance, note payments and fuel
- ✚ Utilities

This pledge shall include a budget documenting the ability of R House to provide these funds. R House will provide the District with documentation of the ability to provide the initial or ongoing support of the Charter School through quarterly financial reports and as requested in a prompt manner.

**X. SUSPENSION AND EXPULSION OF STUDENTS**

*“The procedures by which pupils can be suspended or expelled.” - California Education Code Section 47605(b) (5) (J)*

The Charter School acknowledges the responsibility of each student, parent, volunteer, faculty, staff and administrator to contribute to the wellbeing of the community by demonstrating responsibility and accountability for individual and group actions. It is the Charter School’s goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility. Attached as **Exhibit I** please find the procedures by which students can be suspended or expelled.

## **XI. RETIREMENT SYSTEM FOR EMPLOYEES**

*“The manner by which staff members of the Charter School will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” - California Education Code Section 47605(b) (5) (K)*

Staff at the Abraxis Charter School participates in the federal social security system and has access to other Charter School-sponsored retirement plans according to policies developed by the board of directors and adopted as the Charter School’s employee’s policies. The Charter School retains the option for its board to elect to participate in the State Teachers Retirement System (“STRS”) and/or Public Employee Retirement System (“PERS”) and coordinates such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the Charter School to attract and retain a higher quality staff. If the Charter School should opt to participate in the STRS or PERS systems, the Charter School reserves its right to request that the District creates any reports required by STRS or PERS pursuant to 47611.3. The Charter School shall pay the District its actual costs for the provision of such services.

## **XII. PUBLIC CHARTER SCHOOL ATTENDANCE ALTERNATIVE**

*“The public Charter School attendance alternatives for pupils residing within the Charter School district who chooses not to attend charter schools.” - California Education Code Section 47605(b) (5) (L)*

Students who choose not to attend at Abraxis Charter School have the right to apply to attend other charter schools, subject to each district’s placement policies and procedures. Upon exit, Abraxis Charter School supports students by helping to inform them of choices and good matches. Existing students may then apply, subject to each district’s placement policies and procedures.

Admission to the Abraxis Charter School is not determined according to the student’s, parent’s or guardian’s place of residence. No student is required to attend the Abraxis Charter School. No student is guaranteed placement within the District by sole virtue of his or her enrollment at the Charter School.

### **XIII. EMPLOYEES RIGHTS**

*“A description of the rights of any employee of the Charter School district upon leaving the employment of the Charter School district to work in a charter school and of any rights of return to the Charter School district after employment at a charter school.” - California Education Code Section 47605(b) (5) (M)*

Employees working at the Charter School are employees of the Charter School unless otherwise agreed. No employee of the Santa Rosa City Charter School District is required to work at the Abraxis Charter School. The Board of the Abraxis Charter School has the final authority to hire and terminate the position of teacher, in accordance with any agreement executed between the Abraxis Charter School governing board and the employee. Any right of the employee to return to the regular employ of the School District must be secured through an agreement reached with the District prior to the employee’s departure from employment with the District.

#### **XIV. DISPUTE RESOLUTION PROCEDURE**

*“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)*

The staff and Board of the Abraxis Charter School and the Santa Rosa City Charter School District agree to attempt to resolve all disputes this charter according to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

In the event of a dispute between the Charter School and the District, the staff and Charter School Board/Board members of the Charter School and District agree to first frame the issue in written format and refer the issue to the Superintendent and Principal of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Director of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Principal shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Director. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the District and the Charter School. All timelines in this section may be revised if mutually agreed upon by the District and the Charter School. If the dispute is not settled by mediation, the Board of Education shall make the final determination. The Charter School retains all rights to redress under the law.

This Charter may be revoked and operation of the Abraxis Charter School terminated by the Santa Rosa City Charter School District if the Santa Rosa City Charter School District finds that the Abraxis Charter School has done any of the following actions falling under Education Code Section 47607:

- ✚ Committed a material violation of any of the conditions, standards, or procedures set forth in this Charter.
- ✚ Failed to meet or pursue any of the pupil outcomes identified in this Charter.
- ✚ Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- ✚ Violated any provision of law.

Prior to revocation, the Santa Rosa City Charter School District shall notify the Abraxis Charter School of any violation of this section and give the Charter School a reasonable opportunity to cure the violation, unless the District Board determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the students.

Applications to the Santa Rosa City Charter School District to renew or materially modify the charter shall include all of the same information, be processed in the same way, be subject to approval or denial on the same basis as proposals for new charter schools, except that any renewal shall be for five years from the date of expiration of the charter and a material modification when approved shall not affect the expiration date of the charter as originally approved.

**XV. PUBLIC CHARTER SCHOOL EMPLOYER**

*“A declaration whether or not the Charter School shall be deemed the exclusive public Charter 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)*

Abraxis Charter School shall be considered the “exclusive public Charter School employer” pursuant to Education Code subdivision (b) section 47611.5, making it the employer of the Charter School’s employees for the purpose of the Education Employment Relations Act.

## **XVI. THE PROCEDURE TO BE USED IF THE CHARTER SCHOOL CLOSSES**

*“A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the Charter School to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets and for maintenance and transfer of pupil records.”- California Education Code Section 47605(b) (5) (P)*

The following procedures shall apply in the event the Charter School closes regardless of the reason for closure:

Closure of the Charter School shall be documented by official action of the Board of the Charter School. The action shall identify the reason for closure. The Charter School Board shall promptly notify the SBE, within 10 business days, of the closure and the effective date of the closure.

The Charter School Board shall ensure notification to the parents and students of the Charter School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly, within 10 business days following the Charter School Board’s decision to close the Charter School.

The students’ records of the Charter School will be maintained by the R House, Inc but the original files will be forwarded to the student’s District of residence or other school as requested in writing by the student’s parent or guardian. The Charter School Board may also provide for the transfer of such records to a responsible and willing school district, county office of education, or other qualified entity, if available at the time the Charter School closes. In event that no such willing repository is available, the records will be stored in a fashion that will ensure confidentiality of the records. Upon graduation or matriculation, parents or guardians of students will be provided with printed transcripts of their academic progress at the Charter School, along with other relevant information. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g.

As soon as reasonably practical, the Charter School shall prepare final financial records. The Charter School shall also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the Charter School and shall be provided to the District, the County Superintendent of Charter Schools, the State Controller and the SBE promptly upon completion.

The Abraxis Charter School will be operated by the R House Corporation. As such, its assets and liabilities will be held by the corporation in a separate account for the Charter School. In the event the Abraxis Charter School closes, the Charter School’s assets and liabilities will remain those of the R House, Inc. and will be audited as part of the audit specified above as well as during the final closeout audit within 6 months of the closure of the Charter School. On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the R House unless otherwise agreed between the Board of R House and the District and shall be distributed in accordance with the articles of incorporation and applicable law upon dissolution of the Charter School. On closure, the Charter School shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School.

## **XVII. MISCELLANEOUS**

### **A. Term**

The term of this charter shall begin upon approval and expire five (5) years thereafter at the end of five academic years, 2013-2014.

Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

### **B. Severability**

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Santa Rosa City Charter School District and governing board of the Abraxis Charter School. The District and Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

### **C. Notice**

All official communications between the Abraxis Charter School and Santa Rosa City Charter School are sent via First Class Mail or other appropriate means to the following addresses:

Abraxis Charter School  
P.O. Box 2587  
Santa Rosa, CA 95405

or

Santa Rosa City Charter School District  
211 Ridgway Avenue  
Santa Rosa, CA 95404

### **D. Work Products**

All work products due under this charter, including but not limited to course outlines, pupil handbooks, health and safety and operational policies, unless otherwise specified, shall be developed by the Director or designee, adopted by the Board of the Charter School.

### **E. Insurance**

The Charter School is insured with a minimum of a 15 million dollar general liability insurance policy, property insurance (with replacement value coverage), and workers compensation insurance. The District is named an additional insured on the general liability coverage of the Charter School. The Charter School provides a certificate of insurance to the District documenting appropriate coverage and shall notify the District of any changes in coverage at least 30 days prior to changing coverage.