

Elk Grove Charter School Renewal Petition

The Elk Grove Charter School (Charter School or EGCS) was initially approved by the Elk Grove Unified School District (EGUSD or District) Board of Education in August 1999, and was reauthorized in 2005, 2010, and 2015. The school opened as a K-12 school in September of 1999 as an additional alternative education opportunity for students in the southern portion of the district. The primary purpose of the school has been and is to provide a flexible alternative to the traditional school delivery method and schedule. The school delivers its program primarily through independent study, but also combines direct-instruction for core and elective courses. Currently, the school serves grades 7 through 12 and unlike any other district school, all students have the option to complete either traditional or alternative graduation requirements in order to earn a high school diploma. In 2001, the EGCS was initially awarded accreditation through the Western Association of Schools and Colleges and has been accredited ever since. Accreditation through WASC, ensures that charter school students may enroll in any other school with the guarantee that their credits/coursework will transfer. In addition, EGCS is also accredited through the National Collegiate Athletic Association and offers college preparatory courses that are approved through the UC/CSU system.

The Charter School projects its California Basic Educational Data System (CBEDS) enrollment for 2020-21 to be approximately 300 students. Through the District's governing board's approval of this renewal petition, the Charter School seeks authorization to expand its enrollment to 500 students (CBDES) during the 2020-2025 petition term.

The Charter School's program adds great value to the mission of the District. The Charter School serves families within the District community whose children thrive in a non-traditional learning environment that offers an alternative schedule, a personalized learning environment, and an opportunity for credit retrieval. The District has a clear interest in the EGCS's continued success.

The Charter School will ensure that it achieves three important metrics of a high functioning "dependent" charter school: 1) it operates consistent with a well-written, comprehensive and clear charter; 2) the school is fiscally self-sustaining; and, most importantly, 3) it provides a sound and excellent education to its students.

The District and Charter School continue working to integrate the Charter School into the District community. Pending approval of a side letter between EGUSD and bargaining units, all certificated and classified staff of the Charter School, including but not limited to teachers, administrative, secretarial, and custodial staff, are now employees of the District. Over the course of the 2020-2025 term, the Charter School will remain fiscally self-sustaining with an economically feasible budget that appropriately supports the student, staffing, and programmatic needs of the Charter School.

School Location

This charter authorizes the Charter School to operate within the geographic boundaries of the District.

Affirmations

The Elk Grove Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, and shall:

1. Not charge tuition. (Ed. Code § 47605, subd. (d)(1).)
2. Be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. (Ed. Code § 47605, subd. (d)(1).)
3. Not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identification, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). (Ed. Code § 47605, subd. (d)(1).)
4. Notify the Superintendent of the pupil's district of residence within 30 days, of any pupil who is expelled or leaves the Charter School without graduating or completing the school year for any reason. The district notified shall be determined by the pupil's last known address. The Charter School shall, provide the district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. (Ed. Code § 47605, subd. (d)(3).)
5. Meet all statewide standards and conduct the student assessments required pursuant to the Education Code, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605, subd. (c)(1).)
6. Admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B), and in accordance with the Charter School's charter. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). (Ed. Code § 47605, subd. (d)(2)(A)-(C).)
7. Not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, or a current student from disenrolling or transferring to another school for any reason, including but not limited to academic performance of the student, or because the student exhibits any of the characteristics of Education Code section 47605(d)(2)(B)(iii), including students with disabilities, academically low-achieving students, English Learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. The Charter School shall not request the student's records nor require a parent, guardian, or student to submit the student's records prior to enrollment.

8. Post the California Department of Education notice regarding the charter school enrollment requirements identified in Paragraph 7 above and complaint procedures, in accordance with Education Code section 47605(d)(4). The notice shall be posted on the Charter School's website, and the Charter School shall provide the notice to a parent, guardian, or student if the student is 18 years or age or older, at all of the following times: (1) when a parent, guardian, or student inquires about enrollment, (2) before conducting an enrollment lottery, and (3) before disenrollment of a student.
9. For each fiscal year, offer at a minimum, the number of minutes of instruction or equivalent instructional minutes per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D) and Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of the Education Code.
10. Meet or exceed the legally required minimum number of school days. (5 CCR §11960.)
11. Not require any child to attend the Charter School nor any employee to work at the Charter School.
12. Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
13. Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
14. Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment pursuant to Education Code Sections 47605(1), except as permitted by Section 47605.4 for teachers employed at the Charter School during the 2019-2020 school year. By July 1, 2020, all teachers in the Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Sections 44339, 44340, and 44341. ((Ed. Code §§ 47605, subd. (1), & 47605.4, as amended by AB 1505..)
15. At all times maintain all necessary and appropriate insurance coverage.
16. Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. (Ed. Code § 47612.5, subd. (a).)
17. Comply with any jurisdictional limitations to locations of its facilities. (Ed. Code §§ 47605-47605.1.)
18. Comply with all laws establishing the minimum and maximum age for public school enrollment. (Ed. Code § 47610, subd. (c) and § 47612, subd. (b).)
19. Comply with all applicable portions of the Elementary and Secondary Education Act.
20. Comply with the Family Educational Rights and Privacy Act.

21. Comply with the Political Reform Act of 1974 and Government Code § 1090 et. seq.
22. Comply with the California Public Records Act.
23. Comply with the Ralph M. Brown Act.
24. Comply with all applicable portions of the Every Student Succeeds Act (ESSA).
25. Adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

Pending approval of a side letter between EGUSD and bargaining units, the District is deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. (Ed. Code §47605, subd.(b)(6).)

Implementation of New Requirements Since 2015 Renewal

1. AB 1360: Ensures charter schools do not engage in discriminatory admissions practices, and ensures students due process during disciplinary proceedings. These requirements are incorporated into Affirmations, Element H: Admissions Requirements, and Element J: Pupil Suspension and Expulsion.
2. SB 126: Requires charter schools comply with the Brown Act, the California Public Records Act, Government Code Section 1090, and the Political Reform Act of 1974. The requirements are incorporated into the Affirmations.
3. AB 1505: Requires all teachers hired after July 1, 2020 to have the appropriate credential for their certificated assignment. Teachers employed by the Charter School during the 2019-2020 school year have until July 1, 2025 to obtain the appropriate credential for their certificated assignment. These requirements are incorporated into Affirmations and Element E: Employee Qualifications.
4. AB 1507: Requires all charter schools to locate within the geographic boundaries of the charter authorizer. The Charter School is located within the boundaries of Elk Grove Unified School District.
5. SB 419: Restricts suspensions for disruption and willful defiance. The Charter School complies with District policy regarding suspensions, as incorporated into Element J: Pupil Suspension and Expulsion.
6. AB 75: Charter schools are prohibited from discouraging any pupil from enrolling or seeking to enroll in the charter school for any reason, and are also prohibited from encouraging any pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. These requirements are incorporated into the Affirmations.

Element A: Description of the School's Educational Program (Education Code 47605(b)(5)(A)(i))

EGCS is an alternative to the District's comprehensive and continuation school programs. EGCS was authorized in August 1999 and began operation as an independent study/home school program in a classroom located at Las Flores High School in South Sacramento. After two years of operation at Las Flores High School, EGCS moved to a facility in the heart of Old Town Elk Grove. In 2010 after nine years of operation at the Old Town Elk Grove location, the school moved to a new facility. EGCS is now located in the East Franklin region of Elk Grove. This move placed EGCS close to local busing, the Franklin Community Library, and local comprehensive schools. The school's physical address is 10065 Atkins Drive, Elk Grove, CA. 95757.

EGCS's purpose is to provide students with an alternative to a traditional education model by offering independent study, direct-instruction course work, and alternative scheduling. Depending on needs and post-secondary goals, students have the option to complete either traditional or alternative graduation requirements toward earning a high school diploma .

EGCS is committed to creating individualized educational opportunities for all students in a manner suited to their individual needs. EGCS's independent study program (ISP) addresses the needs of both credit-deficient and advanced students by facilitating quicker credit completion. Students are able to work at the appropriate pace for their needs. EGCS's enrollment consists primarily of students from within EGUSD; however, the law allows for enrollment of students from surrounding districts and adjacent counties.

EGCS Vision, Mission, & ESLRs

Vision

Elk Grove Charter School's students are empowered to realize their full range of academic and human potential.

Mission Statement

- Provide an academic environment, in individualized and group settings, that prepares students for success in higher education and the world of work.
- Develop effective written and verbal communication skills that will enable students to convey their thoughts, opinions, and feelings in a variety of situations.
- Foster a positive and safe climate in which all students develop an understanding of and empathy for multicultural contributions.
- Prepare students to be moral, responsible, and productive citizens and workers in the 21st century.

Expected Schoolwide Learning Results (ESLRs)

Elk Grove Charter School has high expectations and maintains a challenging and rigorous program designed to develop a variety of positive student attributes. Through ISP and structured workshop classes, the school's ESLRs emphasize the type of student Elk Grove Charter School strives to craft. The following five categories represent what Elk Grove Charter School believes it is to be an educated person in the 21st century. Specifically, EGCS focuses on creating academic achievers, self-directed learners, effective communicators, productive workers, and responsible citizens.

Academic achievers who:

Show yearly improvement on district and state standard assessments through a combination of independent study and classroom instruction.

Self-directed learners who:

Demonstrate the initiative to independently access resources in order to solve complex problems.

Effective communicators who:

- Communicate effectively in oral and written form with a variety of audiences.
- Use technology to efficiently communicate with others.

Productive workers who:

- Work independently, communicate needs, and solve problems.
- Transfer learned skills to new situations.
- Demonstrate the ability to use current technology and adapt to technological changes.

Responsible citizens who:

- Study cultural differences.
- Have access to resources to set appropriate educational and personal goals.

Educational Philosophy

The Elk Grove Charter School believes that learning best occurs within its student population by creating individualized educational opportunities for students by combining independent study instruction and classroom instruction with alternative scheduling and community and workplace educational experiences. EGCS provides a rigorous, standards-based curriculum with a focus on core academics -- language arts, mathematics, science, and social science and a variety of elective courses -- on a smaller scale than comprehensive schools.

Small class size alone does not guarantee academic achievement; though educational research indicates that it often contributes to higher levels of academic success. EGCS offers students a one-on-one student-to-teacher environment in the school's ISP program, while the average enrollment in workshop classes is between 15-20 students. For the past three years, EGCS's model has produced attendance rates in the 90 percent range for both middle school and high school. The table below illustrates this trend.

Average Attendance by Year			
Grade Levels	2016-17	2017-18	2018-19
7th – 8th	98%	99.4%	97.6%
9th-12th	93%	97.1%	95.7%

In addition to the independent study and small learning environment at EGCS, students are assisted to reach their full potential through a variety of enrichment, support, and intervention programs:

- Professional Learning Communities for teachers and staff, grouped by content expertise for data analysis and program development and improvement
- Academic, attendance, and behavior support plans
- Study Skills support class for students by recommendation of their ISP teacher
- Direct-instruction math workshops for ISP students in grades 11 and 12
- English Language Arts intervention workshop focused on increasing student literacy skills
- Content specific support labs and study halls/learning center

- Truancy Intervention Program
- Support workshops to support all designated English Learning students
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- Access to the Advanced Education program through local community colleges to complete college level courses
- Access to EGUSD Explore CTE courses

In addition to interventions facilitated by the school, EGCS believes parents/guardians are active and essential partners in each student’s education. Accordingly, all students and their parents/guardians must enter into a contract (Master Agreement) with the school upon enrollment. The Master Agreement outlines the responsibilities of the student and parents/guardians, includes the student’s semester plan of instruction, and outlines consequences for violating the Master Agreement. Parents/ guardians are expected to monitor and assist their students daily as they complete assigned course work. If students do not adhere to the Master Agreement, they are subject to dismissal from EGCS.

Typical Schedule of a 7th-10th Grade Student

Below is a description of the “typical” schedule of a 7-10th grade student. However, EGCS, at its discretion, may modify the delivery model set forth below as needed to best serve the needs of students. Students in grades 7-10 participate in a “hybrid” model of education. They attend direct-instruction workshops for core curriculum through the school’s modified block schedule. Courses are scheduled on a 10-day rotation. Classes meet on alternate days with 3 sessions one week and 2 sessions next week. The following schedule represents a sample schedule for a typical day/week for these students in these grades:

Monday, Wednesday, Friday (Week 1) “Core” Workshops

- 9:30 a.m. OR 12:55 p.m. Math
- 10:55 a.m. OR 2:10 p.m. English

Tuesday, Thursday (Week 1) “Core” Workshops

- 9:30 a.m. OR 12:55 p.m. Social Science
- 10:55 a.m. OR 2:10 p.m. Science

Also students in grades 7-9 attend an advocacy class one time per week outside of the core block of classes. Advocacy classes deliver the school’s elective independent study courses. Students in the 10th grade follow the same structure of direct-instruction courses; however, 10th graders attend a weekly one-hour ISP appointment scheduled per the availability of the parent/guardian, student, and teacher. During ISP appointments, students turn in completed written homework, and are verbally assessed on their learning of the material. After the ISP appointment, students are administered written assessments for the completed course work. A minimum of one written assessment per credit must be passed in order to receive the credit. ISP course work for grades 7-10 focuses on the school’s , electives and making up any deficient credits.

Students also attend a variety of on- and off-campus activities . The school’s goal is to provide one schoolwide activity per quarter, various grade-level and content specific field trips and attend college and career presentations as scheduled throughout the year both during and after class.

Typical Day of an 11th-12th Grade Student

Students in grades 11 and 12 primarily are enrolled in independent study courses, with some opportunities to complete course work in a workshop environment (Again, this instructional delivery model is subject to change as needed to best serve the needs of students). These students attend a weekly one-hour ISP appointment scheduled per parent/guardian, student, and teacher availability. During ISP appointments, students turn in completed written homework, and are verbally assessed on the material completed during the week. After the ISP appointment, students are administered written assessments for the course work completed during the week. A minimum of one written assessment per credit must be passed in order to receive the credit.

The majority of the curriculum for 11th-12th-grade students is delivered through the ISP model; however, students also may take core and non-core curriculum courses in direct-instruction workshops. These courses have an alternative schedule throughout the week that is dictated by facility availability and teacher schedules. As an example, Art 1 students meet on Thursdays and Fridays for two hour classes, whereas Spanish students meet Monday-Thursday for a one-hour class each day. Non-core workshops include courses in art, Spanish, computer tech, and speech. Core classes for students in these grades may include intervention and foundation classes in addition to upper level math classes. .

EGCS Student Demographics

Overall Student Enrollment

Annually, EGCS has served between 250 and 800 students over the past five years. Originally authorized as a K-12 school, EGCS eliminated its K-6 student instructional program in 2006 due to chronic low enrollment. An important aspect of EGCS’s enrollment and student body is its transient nature. Throughout the school year, enrollment constantly changes and new student orientations are held weekly. Students who fail to comply with the enrollment contract may be dismissed from the Charter School during the school year. Data collection for enrollment poses a challenge and is collected and analyzed using two data points; the first is the annual CBEDS data collection window on the first Wednesday of October and the other is internally collected enrollment numbers during the school year. The following graph shows enrollment by grade level over the course of the previous petition cycle.

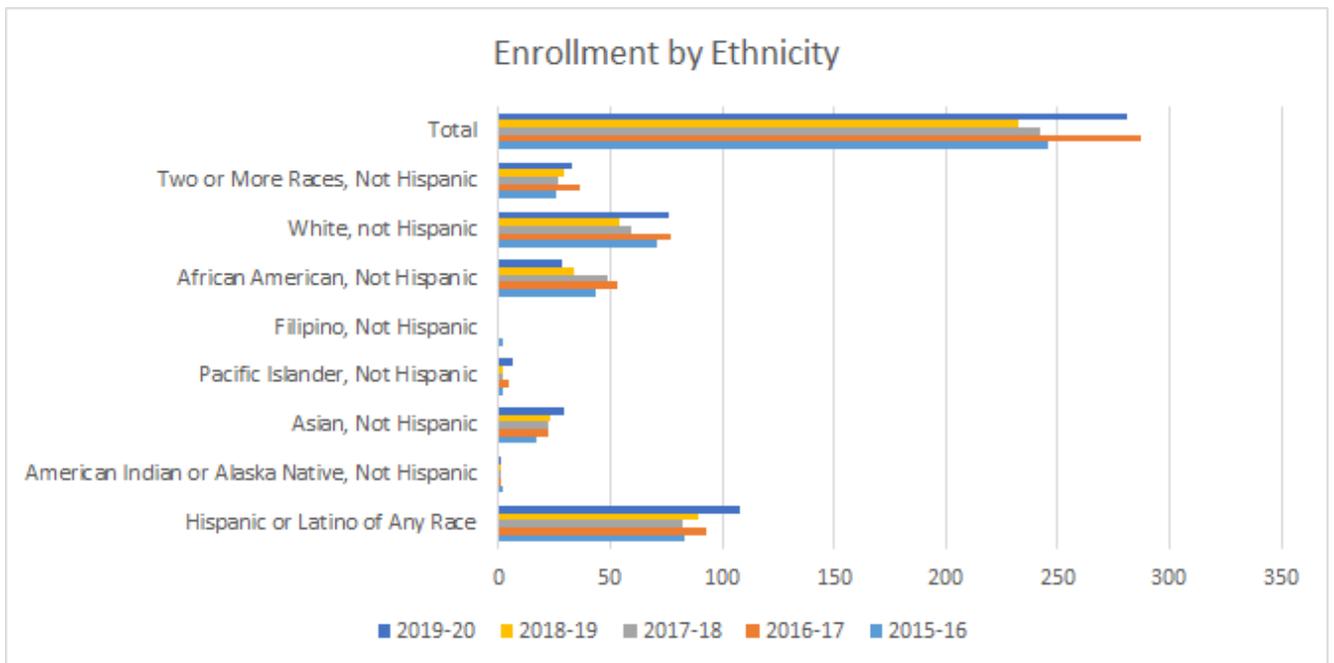
Elk Grove Charter Enrollment by Grade Level								
Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	CBEDS Total	Total Year Long
2015-16	17	20	18	36	74	81	246	362
2016-17	16	20	26	41	73	111	287	377

2017-18	11	16	25	39	62	89	242	377
2018-19	6	19	20	32	75	80	232	344
2019-20	24	21	30	36	72	98	281	N/A

The overall enrollment data shows the transient nature of the school not only from year-to-year, but also within each year of instruction. As can be seen by comparing data at the CBEDS reporting date in October to total enrollees at the end of each school year, enrollment increases significantly – between 61% - 76% in the four years demonstrated in the chart above. An average of 257.6 students with a high of 287 and a low of 232. the average total enrollment for the previous 4 years is 365 students. In reviewing EGCS’s enrollment data, it also is evident that EGCS had seen a decline in enrollment over the past four years with an increase in 2019-20. The decline in enrollment may be attributed to more credit recovery solutions at surrounding comprehensive schools and EGCS’s focus on defining the appropriate target population for the school’s delivery model.. EGCS has identified three target populations for the school’s unique delivery system that include families and students who are looking for a small school environment, flexible scheduling, and/or accelerated credit accrual.

Enrollment by Ethnicity

EGCS enrolls an ethnically diverse student population from not only Elk Grove, but also surrounding areas. The following represents the enrollment by ethnicity over the past petition period.



Elk Grove Charter Enrollment by Ethnicity									
Elk Grove Charter	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Total
2015-16	83	2	17	2	2	43	71	26	246
2016-17	93	1	22	5	0	53	77	36	287
2017-18	82	1	22	2	0	49	59	27	242
2018-19	89	1	23	2	0	34	54	29	232
2019-20	108	1	29	6	0	28	76	33	281

EGCS has enrolled more “Hispanic or Latino” students than other ethnicities. White, African-American, and Asian students make up the primary population of students. Over the past year, the number of total students has increased and the percentage of Hispanic and White students has maintained the same whereas in the past two years, the number of white and African-American students has decreased, while enrollment of Hispanic students has maintained constant.

English Learners

EGCS has a small number of English Learning (EL) students. As a requirement for enrollment, every identified EL student must participate in the yearly California English Learner Development Test (CELDT) to determine his/her level of English fluency and participate in individualized and classroom English support. In addition to content mastery and credit completion, the goal for EL students is to be redesignated as a Fluent English Proficient (FEP) speaker. Redesignation is determined by the students’ CELDT score, English course grade, and performance on state English exams. The following chart shows the total number of EL students, students redesignated in prior years, and students redesignated in that specific school year. In addition, the EL percentage within EGCS’s total population is noted in parentheses.

Elk Grove Charter Enrollment- EL and Fluent English Proficient Students					
Elk Grove Charter	Enrollment	English Learners (Percent of total enrollment)	Fluent-English Proficient (Percent of total enrollment)	Redesignated FEP	Top Language
2015-16	246	9 (3.7%)	37 (15%)	2	Spanish
2016-17	287	8 (2.9%)	49 (17.1%)	0	Spanish
2017-18	242	12 (4.9%)	38 (15.7%)	2	Spanish

2018-19	232	14 (6.0%)	41 (17.7%)	1	Spanish
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EGCS is committed to improving the quality of services and improving the language ability of all EL students. While relatively few EL students enroll at EGCS – less than 8% of total enrollment when current EL students are counted with previously redesignated students, it is evident that nearly 25% of the school’s enrollment includes individuals with a first language that is other than English. Also, the majority of English learners at EGCS speak Spanish as a first language. In order to meet the needs of its students, EGCS adopts EGUSD-approved EL curriculum and ensures all EL students receive English-language support.

“Reason-In” Enrollment Data

An essential component of EGCS’s student demographics profile is the “Reason In” data. EGCS internally collects why parents/guardians and students choose to enroll at EGCS. This information is used to assist the school in understanding the community at EGCS and in developing programs to meet the needs of the students. The following chart shows the primary reasons for enrollment indicated on initial enrollment packets.

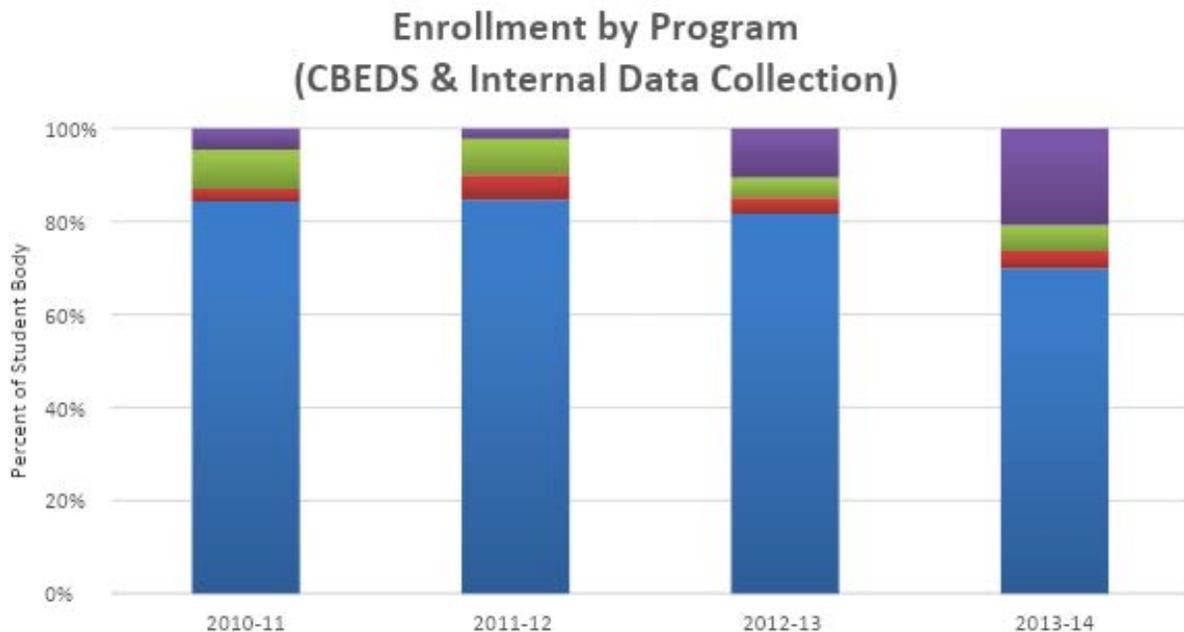
Reason for Enrollment				
Reason	2016-17	2017-18	2018-19	2019-20
Total # of Responses	358	347	316	297
Attendance/Behavior	10	9	4	2
Lack of Credits	149	120	81	54
Medical Issues	8	10	4	4
Parents’ Choice	47	37	64	51
5th-Year of High School	10	7	6	5
Safer Place	37	43	50	49
Smaller Classroom	57	87	66	61
Less Time in School	40	34	41	50
Sports	0	0	0	21

Parent choice and credit-deficiency are the primary reasons students enroll at EGCS. The school’s alternative scheduling is designed to meet this need. Students are able to complete credits at a rate appropriate to their skill level and goals. Enrollment at EGCS also mitigates many of the struggles

exacerbated by the traditional direct-instruction environment including attendance and discipline problems.

Enrollment by Program

The final component of EGCS’s community profile is enrollment by program. Enrollment data by program is collected in four categories: Students from EGUSD comprehensive schools, students from EGUSD alternative schools, students from programs outside of EGUSD, and students who were out of school.



The data shows EGCS primarily serves the students of EGUSD, but there has been an increase of students who were not previously enrolled in a program. These students may be EGUSD students or students who reside or have resided outside of EGUSD. Recruitment outside of EGUSD does not occur other than through word-of-mouth publicity from past and current students and families.

Improvement to Learning for Target Population

Improvements to learning for all target populations are outlined in a variety of yearly plans. First and foremost is the Local Control Accountability Plan (LCAP). The LCAP is a three-year plan that is updated yearly. EGCS’s site council creates that plan for the District Governing Board’s ultimate approval. Then the plan is submitted directly to the Sacramento County Office of Education (SCOE). The LCAP identifies strategic and focus goals for the school, target populations to be addressed, expectations and metrics to evaluate progress, and outlines action plans to achieve the goals stated in the plan. (A copy of the LCAP is included in the appendix as Attachment 1.) In addition, EGCS develops a Single Plan for Student Achievement (SPSA) and the Comprehensive Safe School Plan (CSSP). These plans are created with input from all stakeholders at EGCS and input is provided by the EGCS advisory committee. Plans are submitted to the appropriate EGUSD department for review and filing.

Curriculum and Instructional Design

Elk Grove Charter School's educational program is founded on the belief that high academic expectations lead to high-achieving students. EGCS courses prepare students to exceed the California Common Core Standards for Math and English and the established standards for all other academic subject areas.

EGCS offers students the option of earning either a comprehensive or continuation high school diploma based on the students' academic achievement and postsecondary pursuits. The school offers all courses required to meet the EGUSD graduation requirements. In addition, EGCS offers several courses authorized by the University of California as a-g designation. The following is a link to the course list. (<https://hs-articulation.ucop.edu/agcourselist#/list/details/1672/>).

EGCS is designed primarily as an independent study program, but also combines direct-instruction for core and elective courses. Students enrolled at EGCS are provided with a structured curriculum aligned with state academic standards. Students with special learning needs are provided supplemental instructional support as well as being mainstreamed into the classroom. The Charter School also offers online educational strategies for its students.

EGCS uses the same textbook adoptions as EGUSD, and staff members participate in EGUSD curriculum and professional development opportunities. The instructional methodology includes lecture, independent study, and small group instruction.

Academic Performance

In accordance with Education Code section 47607, subdivision (b)(4), EGCS submits that the academic performance of EGCS is at least equal to the academic performance of the public schools that EGCS students would otherwise have been required to attend, as well as the academic performance of the schools in the District, taking into account the composition of the student population that is served at EGCS. EGCS creates individualized educational opportunities to meet the needs of its students. Students are empowered to maximize their academic performance through the EGCS alternative education program, which provides a combination of independent study and classroom instruction, along with flexible scheduling.

The following tables illustrates EGCS's achievement on state assessments as compared to middle schools, independent study school (Las Flores), and alternative schools in the Elk Grove Unified School District. EGCS is the most comparable to Las Flores in size and program delivery and performance. On indicators for both ELA and math, EGCS out performs Las Flores in the percent of students who achieve met or exceeds. However, EGCS performs below district middle schools on standardized assessments, but the statistical comparisons between EGCS and EGUSD middle schools are incompatible as EGCS tests less than 20 students compared to EGUSD middle schools at nearly 5,000 in 2019. As for high school, EGCS out performs all of the alternative education schools within EGUSD in both ELA and Math. The statistical comparisons are closer in terms of the number of students tested, but EGCS's population isn't entirely the same as the district's alternative schools.

ELA SBAC Performance – 8th grade

	EGCS				Las Flores				EGUSD Middle Schools*			
Level	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
# tested	18	17	17	16	27	26	26	20	9567	9703	4911	4905
% met/ exceeds	39	59	59	31.25	22	31	31	25	51	53	56	51.18
% exceeds	6	12	6	12.5	4	8	7	10	16	17	24	19.02
% met	33	47	53	18.75	19	23	23	15	35	36	32	32.16
% nearly met	39	29	24	50	22	27	31	35	24	24	23	23.30
% not met	22	12	18	18.75	56	42	38	40	24	24	21	25.53

* EGUSD Middle Schools included as comparison schools are Albiani, Eddy, Harris Jr., Jackman, Johnson, Kerr, Pinkerton, Rutter, Smedberg.

Math SBAC Performance – 8 th grade												
	EGCS				Las Flores				EGUSD Middle Schools*			
Level	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
# tested	18	17	17	17	29	20	27	20	9617	9728	4561	4911
% met/ exceeds	6	29	18	23.53	14	15	19	10	42	43	34	41.36

% exceeds	0	12	12	0	7	5	7	5	21	23	14	24.14
% met	6	18	6	23.53	7	10	11	5	20	20	21	17.22
% nearly met	39	35	29	41.18	17	20	19	25	26	25	25	23.21
% not met	56	35	53	35.29	69	65	63	65	32	31	40	35.43

* EGUSD Middle Schools included as comparison schools are Albiani, Eddy, Harris Jr., Jackman, Johnson, Kerr, Pinkerton, Rutter, Smedberg.

ELA SBAC Performance – 11 th grade												
	EGCS				Las Flores				EGUSD Alternative Schools*			
Level	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
# tested	99	74	82	96	50	46	47	52	219	199	216	191
% met/ exceeds	44	39	40	37.5	40	41	30	32.69	14	19	12	29.32
% exceeds	10	15	11	10.42	12	7	6	7.69	3	3	2	2.62
% met	34	24	29	27.08	28	35	23	25	11	17	10	26.7
% nearly met	25	36	27	36.46	40	37	28	36.54	25	35	24	29.84
% not met	30	24	33	26.04	20	22	43	30.77	61	46	63	53.93

* EGUSD Alternative Schools included as comparison schools are Calvine, Daylor, Las Flores and Rio Cazadero high schools.

Math SBAC Performance – 11 th grade												
	EGCS				Las Flores				EGUSD Alternative Schools*			
Level	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
# tested	101	75	83	97	46	45	46	51	209	199	215	191
% met/ exceeds	9	9	11	6.18	9	7	0	1.96	2	2	3	5.24
% exceeds	2	0	1	1.03	0	7	0	1.96	0	2	0	1.04
% met	7	9	10	5.15	9	0	0	0	2	1	1	4.2

% nearly met	25	20	17	20.62	15	18	9	17.65	7	8	5	15.18
% not met	66	71	72	73.20	76	76	91	80.39	90	90	94	79.58

* EGUSD Alternative Schools included as comparison schools are Calvine, Daylor, Las Flores and Rio Cazadero high schools.

Plan for English Language Learners

EGCS shall comply with all state, and federal laws and regulations governing the provision of services for English Language Learners. Specifically, EGCS shall identify, assess, and provide students with English language learner services as required by law. In addition, EGCS shall monitor the progress of students who receive English language learner services to determine when each English language learner has sufficient English proficiency to be reclassified as a fluent English speaker, as required by law.

Plan for Special Education

EGCS shall comply with all local, state, and federal laws and regulations governing the provision of special education and related services. EGCS shall continue to be considered a school of the District, for purposes of the provision of special education and related services, and shall comply with District policies and regulations regarding special education, including but not limited to BP 6164.4: Identification and Evaluation of Individuals with Exceptional Needs, BP and AR 6159: Individualized Education Program, and BP 6164.4 Identification, Evaluation and Education Under Section 504.

Transfer Criteria & College Entrance Requirements

All students complete an Orientation Packet upon their enrollment. This packet includes a transcript evaluation and semester plan for courses. Evaluating the transcript collaboratively allows the ISP teacher, student, and parent/guardian to determine the schedule of courses with a transfer or college goal in mind. Student and parent/guardian may also consult with the school counselor if desired. All juniors and seniors must meet with the school counselor to discuss the pathway to transfer or graduation from EGCS.

All coursework is approved by EGUSD, is Western Association of Schools and Colleges (WASC) approved, and is transferable to any school/college in California and the Western States. EGCS will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements upon the student's enrollment in the Charter School and in an ongoing, as need basis.

Element B: Measurable Pupil Outcomes (Education Code § 47605(b)(5)(B))

Performance Criteria

Elk Grove Charter School students will demonstrate the following skills upon graduation:

Academic achievement in:

- *English Language Arts* - Students are literate and college- and career-ready no later than the end of high school.

- Mathematics - Students have robust mathematical knowledge, linked within and across grades as well as relevant to the real world. They will be fully prepared to compete successfully in the global economy.
- Science - Students will have a sense of contextual understanding with regard to scientific knowledge, how it is acquired and applied, and how science is connected through a series of concepts that help further our understanding of the world around us.
- Social Science - Students will understand and apply civic, historical and geographical knowledge in order to serve as citizens in today's world of diverse cultures while improving literacy skills within the social science context.

Self-directed learners in independent study:

Students must be self-starters and problem-solvers in order to be successful. Through independent study courses, students will learn to access the resources necessary to solve complex problems.

Effective communication in oral and written form:

Students will complete the Speech requirement to show proficiency in oral communication. Students also complete oral and written assessments in all ISP meetings.

Productive workers:

Students will have study skills and habits that allow life-long learning and success in college and career. Students can plan, initiate, and complete projects. They are punctual, reliable, and use their time wisely. Students are also self-reflective and can evaluate others' and their own products.

Responsible citizens:

- Students will plan and implement at least one community service project.
- Students must also collaborate for group projects, learn personal financial management skills, fill out the Free Application for Federal Student Aid, learn about scholarship opportunities for college or vocational school, develop a resume, and register for the draft (if necessary).

Over the next five years, these student exit outcomes will be benchmarked to grade- and skill- level in alignment with the California Common Core State Standards in math and English and established standards in other subject areas.

Students wishing to enroll in a four-year university in California will have the opportunity to pursue a course of study at the Elk Grove Charter School that meets the “a-g requirements” with a combination of EGCS courses and concurrent enrollment at community college.

Strategic Goals (from LCAP)

Charter petitions must contain a description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils to be achieved in the state priorities, as described in Education Code section 52060(d), that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. EGCS has provided this description in its LCAP, which is attached to this Petition as Attachment 1. Below is a summary of EGCS's strategic goals.

Strategic Goal 1: All students will receive high-quality instruction and curriculum measured by:

- Teacher assignments
- Observations and evaluations
- Student credit accrual and on-track status
- Redesignation of English Learners
- Achievement on state English and math assessments
- Students earn 75% or higher in A-G courses
- Students earn 85% or higher in non-A-G courses
- Student graduation rates

Strategic Goal 2: Students will benefit from a schoolwide assessment system as measured by:

- State assessments (CAASPP)
- Formative assessments (standards quizzes analyzed by PLCs)
- Performance task (EGMAP)
- Surveys

Strategic Goal 3: All students will realize their greatest potential in a culturally responsive and physically and emotionally safe environment as measured by:

- Student attendance rates
- Student suspension rates
- Student persistence rates at EGCS
- Student college and career plan completion rates
- Student college entrance exam participation rates
- Schoolwide stakeholder surveys

Strategic Goal 4: All students will benefit from programs and services designed to inform and involve parents, family, and community partners as measured by:

- Advisory council meeting attendance
- Schoolwide activities and participation rates
- Student participation in community partnerships
- Creation and maintenance of schoolwide community partners

Element C. Methods to Assess Pupil Progress towards Meeting Outcomes (Education Code 47605(b)(5)(C))

The Elk Grove Charter School will assess student performance using a diverse array of psychometrically appropriate, valid, and reliable assessment tools. These are illustrated in the following table:

Methods to Assess Student Progress Toward Outcomes

Outcome	Curriculum	Assessment
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Proficiency in English-language arts	<ul style="list-style-type: none"> ● EGUSD-approved curriculum ● Fiction units from EGUSD district-approved textbook ● Units, aligned to Common Core State Standards ● Writing units: Narrative, expository, argumentative, and research ● Skill-building courses and workshops ● Group discussions 	<ul style="list-style-type: none"> ● Smarter Balanced Assessment Consortium computer-adaptive test for grades 7, 8, & 11 ● Elk Grove Measures of Academic Progress (EGMAP) Performance Task for all grades ● EGMAP standardized English test (used in conjunction with CELDT to determine redesignation of English Language Learners) ● Standards-based quizzes for PLC data analysis ● Portfolios of written work, graded by rubrics and calibrated amongst teachers
Proficiency in history-social science	<ul style="list-style-type: none"> ● EGUSD-approved curriculum ● Guided instructional handouts ● Supplementary enrichment activities ● Cumulative writing tasks ● 	<ul style="list-style-type: none"> ● No state testing (CST suspended pursuant to AB 484) ● Standards-based quizzes for PLC data analysis ● Summative assessment by chapter ● 2 Performance tasks, graded by rubrics and calibrated amongst teachers
Proficiency in mathematics	<ul style="list-style-type: none"> ● EGUSD-approved curriculum ● In transition with textbook pilot/adoption ● Focus on Standards for Mathematical Practice ● Skill-building workshops 	<ul style="list-style-type: none"> ● Smarter Balanced Assessment Consortium computer-adaptive test for grades 7, 8, & 11 ● EGMAP Performance Task (when developed) for all grade levels ● Standards-based quizzes for PLC data analysis ● Portfolios of written work, graded by rubrics and calibrated amongst teachers
Proficiency in science	<ul style="list-style-type: none"> ● EGUSD-adopted curriculum ● Research & writing tasks ● Skill-building workshops ● Research papers ● Science labs 	<ul style="list-style-type: none"> ● CST for grades 8 & 10 ● Standards-based quizzes for PLC data analysis ● Portfolios of written work, graded by rubrics and calibrated amongst teachers
Proficiency in other	<ul style="list-style-type: none"> ● EGUSD-adopted curriculum 	<ul style="list-style-type: none"> ● Physical Fitness Test

areas	varies by course syllabi & workshop agenda	<ul style="list-style-type: none"> ● CAHSEE in English and math ● CELDT ● ASVAB ● EAP ● SAT/ACT ● Junior project ● Senior project ● Orientation packets ● Community service project
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All EGCS students will demonstrate “academic mastery” in all of the core academic areas. For non-special needs and non-limited English proficient (LEP) students, “mastery” will be defined as a score of “basic” or above on the CAASPP testing and grades of Cs or better on all course summative assessments. “Mastery” for special needs and LEP students will be defined appropriately according to their Individualized Education Plans and English proficiency levels.

All performance data is collected and analyzed through the EGCS administration team, WASC Leadership, PLCs, and the Governance Board.

Element D: Governance Structure of the School (Education Code 47605(b)(5)(D))

EGCS is a locally funded, “dependent” charter school authorized by the Elk Grove Unified School District Board of Education. The District’s Board of Education is as the governing body of EGCS and considers recommendations from the Elk Grove Charter School Advisory Council (“Advisory Council”). The members of the Advisory Council shall be no fewer than five and no more than nine, with one designee appointed by the Superintendent of the District, and other members comprised of EGCS parents, teachers, staff, administration and interested community members.

The District’s Governing Board will be responsible for decisions and actions involving human resources, educational program, and fiscal governance, with the advice and counsel of the Advisory Council.

The Advisory Council will make recommendations to the District’s Governing Board in regard to any additional measurements of pupil outcomes and any other proposed amendments to the EGCS charter petition, as well as policies and procedures that involve the operations of EGCS, enrollment, and student education. This includes recommendations on the duties of EGCS administrators relative to the operations of EGCS. Additionally, the Advisory Council shall provide input about the development of the EGCS LCAP, School Site Safety Plan (SSSP), Single Plan for Student Achievement, and any amendments to these documents, which will be presented for final review and approval by the District Board.

All conduct of the Advisory Council shall meet the following guidelines:

- Must comply with the law and with this Petition
- Must be within the approved budget to remain fiscally viable

- Must be free from conflict of interest and comply with Government Code §87100 et seq. (The Political Reform Act) and Government Code § 1090 et seq.
- Must be reasonably calculated to meet the goals and outcomes established in this Petition.

The Advisory Council shall establish a regular time, date, and place for no more than one regular meeting per month during the months of September through June. The Advisory Council may establish rules and procedures governing the conduct of its meetings. The Advisory Council complies with the Brown Act and the Public Records Act.

Element E: Employee Qualifications (Education Code 47605(b)(5)(E))

The EGCS will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, except as permitted by Section 47605.4 for teachers employed at the Charter School during the 2019-2020 school year. By July 1, 2020, all teachers in the Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Sections 44339, 44340, and 44341. These teachers are responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the EGCS operational policies.

The EGCS will seek administrative and operational staff that has demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff possess experience and expertise appropriate for their position within the school. All teachers and paraprofessionals are ESSA compliant and are subject to State and Federal employment laws.

The following is a list of key positions and qualifications to serve the student population at Elk Grove Charter School:

Principal:

Basic Function: Under the direction of the Associate Superintendent, Secondary Education, plan, organize, control and direct the instructional programs, operations, plant and personnel for a charter school; assure safe and positive learning environment for the students and staff of the charter school.

Education and Experiences Required: Any combination equivalent to: master's degree in education or related field and five years of classroom experience, including at least three years at the secondary level in an administrative capacity.

Licenses and Other Requirements: California Teaching or other appropriate Credential. California Administrative Credential. Valid California Class C driver's license.

Vice Principal:

Basic Function: Under the direction of the site Principal, organize, coordinate and administer assigned programs and activities related to student discipline, attendance and instruction at an assigned charter

school; assist the Principal with administrative duties involving student conduct, curriculum development and school plant operations as assigned; provide administrative coverage of student activities, athletic and other events; supervise and evaluate the performance of assigned personnel.

Education and Experience Required: Any combination equivalent to: bachelor's degree and three years of classroom teaching experience including two years at the secondary level.

Licenses and other Requirements: California Teaching or other appropriate credential. California Administrative Credential. Valid California Class C driver's license. Work involves frequent supervision of events and programs in the evening.

School Secretary:

Basic Functions: Under the direction of an assigned administrator, provide varied and responsible secretarial and clerical support services to relieve the supervisor of administrative and clerical detail related to assigned special programs; organize office activities and coordinate flow of communications for the assigned supervisor; assure smooth and efficient office operations.

Education and Experience Required: Any combination equivalent to: graduation from high school and three years of clerical or secretarial experience involving frequent public contact.

Program Assistant:

Basic Function: Under the direction an Administrator, provide support and technical assistance to the Administrator, staff, parents, students, school sites and outside agencies (as appropriate) in areas related to the program; perform technical and clerical duties related to assigned activities.

Education and Experience Required: Any combination equivalent to: graduation from high school and three years of clerical experience involving public contact and record-keeping.

Counselor:

Basic Function: Under the direction of a Principal or Vice Principal, provide counseling and guidance services to students; provide students with information, assistance and advice concerning educational and career opportunities; identify and counsel students with special needs and behavioral, social and school adjustment problems; make referrals to other community resources, support groups and social service agencies as appropriate.

Education and Experience Required: Any combination equivalent to: bachelor's degree in psychology, social work or related field and sufficient training and experience to demonstrate the knowledge and abilities listed above.

Licenses and Other Requirements: Valid Pupil Personnel Services Credential.

Teachers (ISP/Workshop):

Independent Study Basic Function: Under the direction of an assigned supervisor, plan and organize the activities and operations of the school's Independent Study Program; train and supervise the performance of assigned personnel.

Workshop Teacher Basic Function: Under the direction of a site principal, principal's designee or other appropriate administrator, plan, implement, monitor, and assess a d classroom instructional program.

Licenses and Other Requirements: Valid California Teaching Credential. Valid California Class C driver's license; assignments in this class may be full-time or part-time. Work year may be a traditional 10-month assignment.

Campus Supervisor:

Basic Function: Under the direction of the charter School Principal or Vice Principal, oversee and monitor the behavior of the student population outside of class and at school-sponsored activities both on and off campus; enforce applicable sections of the Education Code, the Penal Code, the District's Student Conduct Code and individual continuation school rules; assist in the maintenance of an orderly and safe campus

Education and Experience Required: Any combination equivalent to: graduation from high school and experience in working with high school age students.

Licenses and Other Requirements: Possession of a valid First Aid, CPR and AED Certificate issued by the American Red Cross or other authorized agency identified by Elk Grove Unified School District, within six months of initial employment. No online courses for CPR and AED will be accepted. Additionally, the Certificate must be renewed before its expiration.

Custodian:

Basic Function: Under the direction of an assigned supervisor, perform routine custodial duties at various District sites during an assigned shift to maintain buildings, office space and adjacent grounds areas in a clean, orderly and secure condition.

Education and Experience Required: Any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed above.

Licenses and Other Requirements: Valid California Class C driver's license. Floor-lift 72 pounds and arm-lift 44 pounds

Element F: Health and Safety Procedures (Education Code 47605(b)(5)(F))

The EGCS will comply with the District’s Board Policies, Administrative Regulations, procedures related to health and safety issues, and has instituted the following health and safety procedures:

- All enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Faculty and staff will be tested for tuberculosis as required by Education Code Section 49406.
- Training for staff and students relating to preventing contact with blood-borne pathogens.
- EGCS will provide screening of pupils’ vision and hearing, and for scoliosis, to the same extent required if the pupils attended a non-charter public school.
- The school will be housed in facilities that have received Fire Marshall approval and that have been evaluated by a qualified structural engineer who has determined that the facilities comply with the Field Act.
- The school is a drug, alcohol and tobacco free workplace
- Each employee of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237

The EGCS facility meets all applicable state and local building codes. The EGCS is housed in a facility that has been built exclusively for the school by the EGUSD. This facility was completed in May, 2010 and meets all federal requirements, including the Americans with Disabilities Act (ADA), and is Field Act compliant.

The EGCS school site safety plan is attached (Attachment # 2). Any amendments to the school site safety plan is the responsibility of the Advisory Council. Any amendments to the safety plan will be submitted to the District Board for review and approval. The school site safety plan will be reviewed and updated by March 1 of each year.

Element G: Means to Achieve a Reflective Racial and Ethnic Balance (Education Code 47605(b)(5)(G))

The EGCS has implemented a student recruitment strategy that includes, but is not limited to, the following strategies to ensure a racial and ethnic balance among students that is reflective of the District:

- The enrollment process allows for a broad-based recruiting and application process.
- The promotional and informational material appeals to all of the various racial and ethnic groups represented in the district.
- Promotional and informational materials are distributed to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

Element H: Admission Requirements (Education Code 47605(b)(5)(H))

The Elk Grove Charter School recruits a diverse student population who understand and value the school’s mission and are committed to the school’s instructional and operational philosophy. Admission to the school shall be open to any student who resides in Sacramento County or a county that is adjacent to Sacramento County. Admissions priority shall be given to students who currently

attend the Charter School and students who reside within EGUSD, except as provided for in Education Code Section 47614.5.

The admission procedure begins with parents/guardians or students submitting a registration form to the school office. Following enrollment, parents/guardians and students will be required to submit an enrollment packet with required student records, which may vary depending on whether prospective students currently reside within EGUSD and whether the student has an Individualized Education Plan (IEP) or 504 Plan. A list of the required documents can be obtained by calling the school office or going to the school website. Students and parents/guardians must attend an orientation for new students after submitting the enrollment packet. After the orientation, the student receives an appointment with an ISP teacher. Parents/guardians are required to attend the first ISP appointment and any subsequent appointment as determined by EGCS.

In compliance with Ed. Code 47605(d)(2)(B), in the event that EGCS is oversubscribed, a random public lottery will be held to determine future enrollment. Lottery proceedings will take place during regularly scheduled governance meetings. Notification of meetings and lottery proceedings will be publicized and communicated through multiple media, including the school's website, and physically posted agendas at the school. During the lottery proceedings, names will be drawn at random and students will be enrolled once space becomes available.

Prospective students and their parents or guardians are apprised regarding the school's instructional and operational philosophy and are informed of the school's student-related policies. All materials that relate to admissions are translated into six languages to accommodate limited-English families. EGCS works with EGUSD comprehensive and alternative schools to communicate EGCS's educational philosophy and instructional approach in order to help them determine whether the charter school is an appropriate referral for their students. EGCS's administration, staff, teachers and counselors collaborate with EGUSD personnel to appropriately recruit at-risk students and students seeking an alternative scheduling model of education.

Element I: Financial (and Programmatic) Audit (Education Code 47605(b)(5)(I))

The EGCS shall conduct its annual independent audit as part of the annual independent audit of EGUSD. Its financial information will be reported in the District's fund 9. The District will contract with the auditor and oversee the audit. The auditor will have experience in education finance. The annual audit report shall be forwarded to the County Superintendent of Schools, the State Controller and the State Department of Education by December 15 of each year. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the District. The Charter School will address any audit findings or exceptions to the satisfaction of the District.

In the course and scope of its oversight duties, the District will also conduct its own annual performance evaluation of the Charter School. The Charter School and the District will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. The performance evaluation process will allow the Advisory Council to receive a draft of the report and

provide feedback and commentary. The report will then be finalized by District staff and submitted to the District Board for review. The school and granting agency will also jointly develop an annual site visitation process and protocol to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter.

Element J: Pupil Suspension and Expulsion (Education Code 47605(b)(5)(J))

Student Discipline

The Elk Grove Charter School implements the District's comprehensive protocol of student discipline policies. These policies and practices will comply with the District's policies and practices and California's Education Code, including board policy 5144.1 and administrative regulations 5144.1 and 5144.2 regarding Suspension/Expulsion Due Process. Written policies are distributed as part of the school's student handbook and describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits. EGCS's discipline policies and procedures are approved by EGUSD and consistent across all secondary schools in the District. Copies of the handbook are distributed to parents/guardians and students at new-student orientations and reviewed during the first ISP appointment and incorporated into the orientation curriculum.

Per District and Charter School policy, if a student's behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and District policy. Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated Education Code section 48900(a)-(e) or if the student's presence causes a danger to persons. [Ed. Code § 48900.5.]. Students who are suspended and/or expelled follow the same process as students suspended or expelled from the District's traditional schools. The District's Board of Education takes any final action to expel a student.

The school notifies and confers with the student's parent or caregiver as soon as possible regarding disciplinary actions. These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs.

Note that students who fail to comply with EGCS's enrollment contract may receive a non-disciplinary dismissal from the school. Such dismissals shall comply with District policies and the due process requirements of AB 1360.

No student shall be involuntarily removed by the Charter School for any reason, however, unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to a hearing, to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and to bring legal counsel or an advocate, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates a hearing, the student shall remain

enrolled and shall not be removed until the Charter School issues a final decision. “Involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

Element K: Staff Retirement System (Education Code 47605(b)(5)(K))

Staff at the EGCS will participate in the federal social security system and will be eligible, if qualified, for retirement plans through STRS, PERS and EGBERT, as appropriate.

Element L: Attendance Alternative (Education Code 47605(b)(5)(L))

Students who are residents of the District and opt not to attend the Charter School may attend other District schools. Non-resident students may pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents/guardians will be informed that students have no right to admission in a particular school in the District as a consequence of enrollment in the Charter School.

Element M: Description of Employee Rights to Leave and Return to District Employment (Education Code 47605(b)(5)(M))

No District employee shall be required to work at EGCS. Employees of the District who choose to leave the employment of the District to work at EGCS will have no automatic rights of return to the District after employment by EGCS unless specifically granted by the District through a leave of absence or other agreement.

EGCS’s programs are separate and distinct from District programs, and certificated EGCS employees have no rights whatsoever to District positions or employment. Conversely, certificated District employees shall have no rights whatsoever to EGCS positions or employment.

Element N: Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code 47605(b)(5)(N)

Disputes Arising from Within the Charter School

The Charter School will comply with District complaint and dispute procedures, including uniform complaint procedures, Williams Act complaints, etc. Families at the Charter School will be provided written notice of these District procedures.

Disputes Between the Charter School and the District

In the event of a dispute between the Charter School and the District, the staff and governance team members of the school agree to first frame the issue in written format and refer the issue to the Superintendent of the District (or his/her designee) and the Principal of the school. In the event that the District 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 the Superintendent (or designee) shall informally meet and confer in a timely fashion to attempt to resolve the dispute.

Element O: School Closure Procedures (Education Code 47605(b)(5)(P))

In the event that the Charter School closes and ceases operation under this Charter, the Charter School shall conduct the following closure-related activities:

Notification of Closure Action

The Charter School shall provide notification of closure to the following:

1. Parents or guardians of students
2. The District, via the Director of Charter and Adult Education
3. The Sacramento County Office of Education
4. The special education local plan area in which the school participates
5. The retirement systems in which the school's employees participate
6. The California Department of Education

Notification of all the parties above shall include at least the following:

1. The effective date of the closure, and a brief description of the circumstances surrounding the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

The Charter School shall also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupil's districts of residence, which they will provide to the District.

School and Student Records Retention and Transfer

The Charter School shall ensure the proper maintenance, and timely transfer, of all pupil records, all personnel records, all state assessment results, and any special education records to the custody of the District, in accordance with applicable law.

Financial Close-Out

The Charter School and District shall ensure completion of an independent final audit within six months of the closure of the school that includes:

1. An accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities, including accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the Charter School.

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

Disposition of Liabilities and Assets

The Charter School shall ensure that all liabilities of the Charter School have been paid or otherwise addressed. In the course of determining that the liabilities of the Charter School have been paid or otherwise addressed, the Charter School shall ensure;

1. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate;
2. The return of any donated materials and property according to any conditions set when the donations were accepted; and
3. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.

Once all liabilities of the Charter School have been paid or otherwise addressed, and, where appropriate, numbers one (1) through three (3) immediately above are fulfilled, all remaining net assets shall be transferred to the District.

Operation and Potential Effects

Education Code section 47605, subd. (g) requires that a charter school petition "provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district."

Facilities. The Charter School is housed at 10065 Atkins Drive, in Elk Grove. The EGCS' administrative offices are located in the District's administrative offices.

Administrative Services. The District will provide back office and administrative services to the Charter School. The Charter School will pay a fee to the District for the costs of providing payroll, budget and accounting services, and all required state and federal reporting. Services provided to the Charter School will be the same services provided by the District to its own traditional schools, although EGCS will be responsible for the purchase of textbooks and instructional material from its Fund 9 account and will not expect the District to assume those costs.

Potential Civil Liabilities. The EGCS will be insured under the District's liability and compensation program.

All of these items regarding "operation and potential effects" will be discussed further in a memorandum of understanding between the District and the EGCS.