

RENEWAL 2017-2022

LEROY GREENE ACADEMY
A California Public Charter School



Respectfully Submitted to the
Board of Trustees
of the
Natomas Unified School District
and
Superintendent Chris Evans

By
Leslie Sargent, Petitioner
Leroy Greene Academy

AFFIRMATIONS

Leroy Greene Academy ("Charter School" or "LGA") is committed to the following affirmations:

- *The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]*
- *The Charter School shall be deemed the exclusive public school employer of the employees of Leroy Greene Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]*
- *The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]*
- *The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]*
- *The Charter School is open to all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be processed through a public random drawing with preference given as permitted by law. [Ref. Education Code Section 47605(d)]*
- *The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]*
- *The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.*
- *The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]*
- *The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, and/or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]*
- *The Charter School shall at all times maintain all necessary and appropriate insurance coverage.*
- *The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).*
- *If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]*

- *The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]*
- *The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]*
- *The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]*
- *The Charter School shall comply with the Public Records Act.*
- *The Charter School shall comply with the Family Educational Rights and Privacy Act.*
- *The Charter School shall comply with the Ralph M. Brown Act.*
- *The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]*

Leslie Sargent, Petitioner/Principal

Date

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet *at least one* of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The following shall serve as documentation confirming the Charter School exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (See also Appendix D: CDE DataQuest Reports, 2013):

- The Charter School has achieved a statewide API rank of 4 in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- The Charter School has achieved a similar schools API rank of 6 in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, the Charter School had the following API scores:

2012-2016 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2014-2015	N/A	N/A	N/A	N/A	N/A
2013-2014	N/A	N/A	N/A	N/A	N/A
2012-2013	4	6	768	N/A	N/A
<p>"A" means the school or student groups scored at or above the statewide performance target of 800.</p> <p>(Source: CDE DataQuest, accessed September 1, 2016.)</p>					

NOTE ON 2013-14 AND 2014-15 TESTING DATA

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, *Status of the Academic Performance Index and 3-Year Average*, May 2014, available at: <http://www.cde.ca.gov/ta/ac/ap/>; also see CDE Charter Renewals FAQs, Section 11, *Academic Performance Determinations for Charter Renewal*, available at: <http://www.cde.ca.gov/sp/cs/re/csfaqsect11.asp>)

ANALYSIS OF CHARTER RENEWAL CRITERIA

Because the Charter School only had one year of API score before Assembly Bill 484 was in effect, alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant groups are being referenced in addition to our API score. LGA achieved the following criteria:

- Ranked in decile 4 on the API in the only year an API score was assigned.
- Ranked in decile 6 in the API for a demographically comparable school in the only year an API score was assigned.

In addition, the Charter School's academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

CAASPP

ELA Improvement	2014-2015	2015-2016	Change
6th Grade	NA	35%	NA
7th Grade	30%	40%	10%
8th Grade	23%	39%	16%
11th Grade	NA	81%	NA
Total School	26%	41%	15%

Math Improvement	2014-2015	2015-2016	Change
6th Grade	NA	23%	NA
7th Grade	14%	31%	17%
8th Grade	10%	11%	1%
11th Grade	NA	33%	NA
Total School	11%	23%	12%
2013 Growth API		API	

Leroy Greene Academy	768
<i>Note: 2013 was the last year of the California API and the first year for LGA to have an API</i>	

Percent of Students Passing 2014-2015 CAHSEE	ELA	Math
Leroy Greene Academy	96%	89%
Sacramento County	83%	83%
State of California	85%	85%

Percent of 11th grade students scoring level 3 or 4 on 2015-2016 CAASPP test (Preliminary EAP results)	Meeting (Level 3)	Exceeding (Level 4)	Meeting or Exceeding
ELA	48%	33%	82%
Math	27%	6%	33%
<i>Note: 2015-2016 was the first school year that LGA had 11th graders enrolled and taking the CAASPP test</i>			

Percent of students meeting or exceeding grade level standards (compares students one year to different group of students at same grade level next year)	2015	2016	Improvement
7th grade ELA	30%	40%	10%
7th grade Math	14%	30%	16%
8th grade ELA	23%	38%	15%
8th grade Math	10%	11%	1%
<i>Note: 2015-2016 was the first school year that LGA had 6th grade and 11th graders enrolled and taking the CAASPP test</i>			

Percent of students improving to Level 3 or 4 or staying 3 or 4 on 1516 CAASPP Test (compares same individual students at two points in time)	ELA	Math
6th graders (improvement from 5th grade score)	35%	24%
7th graders (improvement from 6th grade score)	40%	30%
8th graders (improvement from 7th grade score)	38%	11%
<i>Note: 11th graders do not have comparison data because they did not test as 10th graders in 1415</i>		

Percent of students improving from Level 1 on 1415 to higher level on 1516 CAASPP (compares same individual students at two points in time)	ELA	Math
6th graders (improvement from 5th grade score)	35%	23%
7th graders (improvement from 6th grade score)	36%	24%
8th graders (improvement from 7th grade score)	54%	13%
<i>Note: 11th graders do not have comparison data because they did test as 10th graders in 1415</i>		

Advanced Placement Course Taking	2015-2016	2016-2017	Change
AP Calculus	NA	29	29
AP English Composition	19	34	15
AP English Literature	NA	12	12
AP Environmental Science	NA	26	26
AP Spanish	NA	15	15
Total	19	116	97
<i>Note: In 2015-2016 only one AP course was offered</i>			

2015-2016 Advanced Placement Test Taking	Enrolled Students	Test Takers	Percent
AP English Composition	19	18	95%

2015-2016 Advanced Placement Test Passing	1	2	3	4	5	Total
AP English Composition	4	11	2	0	1	18
<i>Note: the College Board research shows that students who score a 2 or higher on an AP exam are more likely to be successful in college</i>						

ACT Test Taking	11th Graders	Test Takers	Percent Taking Test
11th Graders	32	32	100%

ACT Test Performance: no data available yet	11th Graders	College Ready	Percent College Ready
11th Graders	32	NA	NA

PSAT Test Taking	2014-2015	2015-2016	Change
10th Graders	55	94	39
Test Takers	53	90	37
Percent	96%	96%	0%

10th Grade PSAT: Percent of Students Meeting College Readiness Benchmark	2014-2015	2015-2016	Change
Combined	8%	27%	19%
English	26%	84%	58%
Math	23%	28%	5%

On Track to complete A-G courses by end of Senior Year	12th Graders	On Track	Percent
2015-2016 Seniors	33	32	97%

2015-2016 Dropouts	6th	7th	8th	9th	10th	11th	12th
Number of students who dropped out of school	0	0	0	0	0	0	0

School Climate: 2015-2016 California Healthy Kids Survey	7th	9th	11th
Percent of students who agree or strongly agree that they "feel close to people at this school"	63%	56%	70%
Percent of students who agree or strongly agree that they "feel like I am part of this school"	70%	37%	48%

Suspension and Expulsion Rates 2014-2015	Suspensions	Expulsions
Leroy Greene Academy	13.0%	0.2%
Sacramento County	5.8%	0.1%
State of California	3.8%	0.1%

Attendance	
2015-2016 Attendance Rate	96.5%

Notes: data pulled from CDE Dataquest, CALPADS, NUSD Student Information System, and the California Healthy Kids Survey

Pupil Academic Achievement For All Groups Of Pupils Served By The Charter School

The Charter School also acknowledges that the District's Board of Trustees shall consider increases in pupil academic achievement for all groups of pupils served by the Charter School as the most important factor in determining whether to grant a charter renewal pursuant to Education code section 47607(a)(3)(A). For purposes of meeting this requirement, "all groups of pupils served by the Charter School" means a numerically significant pupil subgroup served by the Charter School, as defined by Education Code section 52052(a)(3), pursuant to Education code section 47607(a)(3)(B).

The "Subgroups by Ethnicity" data below identifies the number of students in each grade level served by the Charter School for subgroups by their ethnicity during the 2015-2016 School Year. This data is consistent with the Charter School's LCAP and will assist the Charter School in measuring its progress in achieving the Charter School's stated goal of serving a culturally diverse student body.

	6	7	8	9	10	11	Grand Total
Am Indian/Alaskan Nat	2%	1%	0%	2%	2%	0%	1%
Asian	13%	16%	11%	9%	9%	22%	12%
Black/African Am	19%	10%	14%	19%	19%	13%	16%
Hispanic	39%	36%	42%	47%	46%	31%	41%
Two or More	5%	5%	2%	4%	2%	6%	4%
Nat Hawaiian/Other Pac Islander	2%	1%	1%	1%	1%	0%	1%
White	18%	27%	21%	14%	17%	22%	20%
EL	18%	13%	17%	9%	4%	0%	12%
Low Income	51%	50%	49%	58%	54%	50%	52%
Foster	0%	0%	0%	0%	0%	0%	0%

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I. THE EDUCATIONAL PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in 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)

History

Leroy Greene Academy was established in 2012 as a dependent charter in the Natomas Unified School District (“District” or “NUSD”), to serve students in grades Kindergarten through twelfth grade (K-12).

The Charter School is authorized to serve students in grades Kindergarten through 12. As of 2016-2017, this Charter School officially serves students in grades 6 through 12. The Charter School anticipates opening its elementary program serving grades K-5 at a later date.

Course Offerings and Curriculum

The Charter School will give students an opportunity to choose one of two pathways

The first pathway focuses on visual arts and integrates current technology directly into the daily curriculum. Over the course of 6th - 12th grades, students choosing this pathway will be enrolled in classes designed to apply skills they have acquired in introductory art classes to college and career readiness via classes in graphic design, web design, animation, art history, digital photography and commercial art. When students choosing this pathway reach the 12th grade, they complete a capstone course as well as a college level portfolio that may be submitted to the College Board for advanced placement credit. In the capstone course students from both programs are teamed together and mentored by local business professionals through a yearlong project during which they create, market and pitch a business plan and concept. Having such a foundation will better prepare students for college courses in pursuit of a career in technology and/or visual arts. Guest speakers, university visits, and field trips to related businesses will be scheduled throughout the students’ program enrichment courses to support the educational process.

The second pathway focuses on business entrepreneurship. This pathway will ensure that 6th - 12th grade students choosing this pathway will leave secondary education with a sound understanding of the principles of business, entrepreneurship, marketing and advertising, accounting, human resource management, and business ethics and leadership. When students choosing this pathway reach 12th grade, they complete a capstone course. In this course students from both programs are teamed together and mentored by local business professionals through a yearlong project during which they create, market and pitch a business concept. With such a strong foundational knowledge of business, students will be better prepared for college courses in pursuit of a career in business and entrepreneurship. Guest speakers, university visits, and field trips to related businesses will be scheduled throughout the students' program enrichment courses to support the educational process.

All 6th, 7th and 8th grade students will be enrolled in both introductory business and visual arts courses. These middle school pathway courses will provide exposure to all students for both pathways that the Charter School offers. Students will navigate through introductory material in visual art and business courses that will expose them to the concepts they would study when they choose either pathway. The responsibility for the pathway courses are shared with the appropriately credentialed teachers.

All students will be enrolled in grade-level core course offerings, with the appropriate pathway enrichment courses to expand learning in their chosen path. Students enrolled in grades 9-12 will be enrolled in courses that meet the a-g requirements for admission to the UC/CSU system, along with their pathway enrichment courses each year. As a final project, seniors from the Visual Arts pathway will partner with students from the Business Entrepreneurship pathway. These partners will identify a product, service or business concept that they would like to launch. Students will prepare a presentation to pitch their ideas to a panel of business owners and CEOs, who have mentored and coached them throughout the process. Students will be awarded funds to launch their product or service and work with one another to create a legitimate business for the community. The culminating project is a final pitch to a panel of five community CEOs and business owners, and one group of both Entrepreneur and Visual Arts students will be awarded the

funds to continue their business. The pitch will include a variety of elements taught to them throughout the program and highlight key information to be a successful community member.

According to 2009-2010 data provided by the California Department of Education, NUSD's average percentage of students who graduated with the required courses for UC/CSU admission is below state and county averages, sitting at 29.8%. The Charter School offers an option for students of all backgrounds to be consistently enrolled in courses that are required for UC/CSU admissions. Students will be required to earn a "C" letter grade in each course, per UC/CSU requirements. Information regarding the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements shall be made available to parents/guardians in the Student Handbook and/or other Charter School publications.

Core curriculum used will be the standard District board-approved curriculum used by the other schools in the District. Additional curriculum used for the enrichment courses will also be District board-approved.

A successful student in the 21st Century will:

- Use the arts as a lens to see the world.
- Use critical thinking and problem-solving skills.
- Show self-motivation and self-discipline.
- Work cooperatively, while showing flexibility and adaptability.
- Communicate well with others in a variety of ways.
- Use technology as a tool.
- Have been exposed to and tolerant of a wide variety of cultures and ideas.
- Care about the community around them.

Expected School Wide Learning Results

L-I-F-E

All students will:

- Learn in language arts, math, science and social science, as demonstrated through agreed-upon standards of assessment.
- Integrate technology into the educational process.
- Finish the secondary schooling experience on time and prepared for college and career opportunities.

- Enrich educational experiences through community partnerships and real-life projects and applications.

Special Education

Pursuant to California Education Code section 47641(b), the Charter School does not elect to be a local educational agency ("LEA") in accordance with California Education Code section 47641(a) and, therefore, shall not be deemed the LEA for purposes of compliance with the Individuals with Disabilities and Education Improvement Act (20 U.S.C. sections 1400, et seq.) (hereinafter "IDEIA") but shall be deemed a public school of the District. As such, the parties understand and agree that the District shall, in partnership with the Charter School, ensure that all students with exceptional needs who attend the Charter School are provided with a free and appropriate public education in compliance with the IDEIA. A child with disabilities attending the Charter School shall receive special education instruction or designated instruction and services, including transportation, in the same manner as a child with disabilities who attends another public school of the District.

1. The Charter School agrees to assume primary responsibility, and fully cooperate with the District, in identifying any student with special needs, including all students who seek enrollment at the Charter School or who are enrolled in the Charter School, and in convening annual IEP's. The District agrees that it retains responsibility for all other IDEIA obligations and responsibilities not assigned to the Charter School for students enrolled in the Charter School.
2. The Charter School's staff trained in special education shall be responsible for identifying and referring Charter School students to the District who have or may have exceptional needs that qualify them to receive special education and/or related services from the District while enrolled at the Charter School. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are identified. The Charter School shall work cooperatively with the District to provide services to pupils with exceptional needs at the Charter School. The Charter School shall notify the District's Director of Special Education or designee as soon as practicable of any and all pupils who seek to enroll or who are

dropped from enrollment, and who had an IEP in the current or previous year, or who have a record of having ever received special education services. To this end, the Charter School shall require students enrolling in the Charter School to indicate whether they have, or have ever had, an IEP.

3. The District shall be responsible for evaluating and assessing Charter School students identified by the Charter School who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are referred to the District for evaluation and assessment. If during the pre-placement evaluation and assessment, or any subsequent IEP, it is determined by the IEP team that the Charter School is not an appropriate placement for a student with exceptional needs, the student will be referred to the District, or the pupil's district of residence, for placement in an appropriate program that meets the needs of the student.
4. The District shall be responsible for developing, maintaining, and reviewing the form and format, as required by the District's Special Education Local Plan Area, of all written IEP's for students who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to collaborate with the District in ensuring that IEP's are implemented for all students with exceptional needs who are enrolled in the Charter School.
5. The District shall retain all special education funds of the Charter School for services to special education pupils (i.e., "special education funding allocation"). In addition, the Charter School shall pay to the District a special education general fund encroachment fee for each unit of Charter School enrollment. The fee shall be computed by dividing the District's total special education general fund encroachment in the current school year by the total number of units of District enrollment, including Charter School enrollment, in that school year.

6. The District shall address, respond, and/or investigate complaints received under the District's Uniform Complaint procedure involving Charter School students receiving special education and related services from the District. The Charter School shall cooperate with the District in responding to such complaints as required by the District.
7. The District may initiate and shall defend against due process hearings involving any Charter School student receiving special education and related services from the District in accordance with federal and state law. In the event any due process hearing is filed against the District, the District, as the LEA providing special education to Charter School students, shall be responsible for the District's costs associated with filing for or defending against the due process hearing.

II. MEASUREABLE STUDENT OUTCOMES

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

The Charter School will meet all statewide standards and conduct student assessments required pursuant to California Education Code Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools. Student learning outcomes are based on the Common Core State Standards (CCSS).

English Language Arts

Students will perform at level "3" or above "4" in English Language Arts. This includes reading, writing, speaking, and listening; comprehension of texts; ability to analyze literature using evidence; use language to function as informed and effective citizens in society, in the workplace and in life-long education; and develop an appreciation of literature.

Primary

The curriculum for reading and the language arts in kindergarten through grade three will provide explicit and systematic instruction and diagnostic support in:

- Phonemic awareness

- Phonics
- Decoding
- Word-attack skills
- Spelling
- Vocabulary
- Comprehension skills
- Writing skills and strategies and their application
- Listening and speaking skills and strategies

Students will:

- Develop their ability to analyze literature and distinguish between the structural features of narrative text (characters, theme, plot, and setting) and the various forms of narrative (myths, legends, fables).
- Develop foundation in writing strategies, applications, and conventions.
- Comprehend literature, through the use of predictions, comparisons, and the answering of essential questions.

Intermediate/High School

The curriculum for reading and language arts in grades four through twelve will provide explicit and systematic instruction and diagnostic support in:

- Word-attack skills (decoding and structural analysis as applied to multi-syllabic words)
- Spelling
- Vocabulary
- Comprehension skills, including contextual skills
- Text – the use of strategic reading skills
- Writing skills and strategies and their application
- Listening and speaking skills and their application

Students will:

- Learn how to use technology and informational resources in school, at home, and in the community as tools for preparing various types of documents, reports, and presentations.
- Learn writing applications in a full range of text structures, including narratives, biographies, autobiographies, short stories, responses to literature, research reports, persuasive compositions, technical documents, and documents related to career development.

- Learn speaking applications that require them to deliver well-organized formal presentations employing traditional rhetorical strategies.
- Learn about literary forms and devices that help to define and clarify an author's ideas, purpose, tone, point of view, and intentions.

Mathematics

Primary, intermediate and high school students will:

- Express, interpret, and use mathematical concepts to construct valid arguments and solve real-world problems.
- Demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques.
- Score "3" or "4" in the Math course in which they are currently enrolled.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- Develop logical thinking in order to analyze evidence and build arguments to support or refute hypotheses.
- Make connections between mathematics and other disciplines.
- Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices.
- Develop an appreciation for the beauty and power of mathematics as it relates to different forms of art.

Science

Students will:

- Understand the use of the scientific process in problem-solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; integrate physical, earth and life sciences in understanding natural phenomena; use technology for information retrieval, data acquisition and analysis, and communications.
- Learn foundational skills and knowledge that they will need in middle and high school.
- Be introduced to facts, concepts, principles, and theories organized under the headings of physical, life, and earth sciences.

- Learn essential investigation and experimentation skills that will continue to be developed through high school.
- Be taught science with well-structured activities and expository reading materials that connect the world around them to the science content.
- Raise questions, follow their curiosity, and learn to be analytical.
- Be taught to establish a practice of open and honest expression of ideas and observations, learning to listen to and consider the ideas and observations of other students.
- Engage in demonstrations, investigations, experimentations, and science projects, both at the school site and away from school.

Social Science

Students will address the following universal concepts by using a variety of sources:

- Recognition of the dignity of the individual and the importance of ethical issues in the context of societies.
- Understand religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction.
- Application of basic economic and political concepts.
- Knowledge of the role minorities, immigrants, and women have played in our society.
- Understanding of the basic principles of democracy and the origins of basic constitutional concepts.
- Using time and chronology in the analysis of cause and effect.

Chronological and Spatial Thinking

Students will:

- Place key events and people of the historical era they are studying in a chronological sequence and within a spatial context and interpret time lines.
- Correctly apply terms related to time, including past, present, future, decade, century, and generation.
- Explain how the present is connected to the past, identifying both similarities and differences between the two, and how things change or remain the same over time.
- Use map and globe skills to determine the absolute locations of places, interpreting the information available in the legend, scale, or symbolic representations of the map or globe.

- Judge the significance of the relative location of a place (e.g. proximity to a harbor, or trade routes) and analyze how relative advantages or disadvantages can change over time.
- Differentiate between primary and secondary sources.
- Pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- Distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

Students will:

- Summarize key events of the era they are studying and explain the historical context of those events.
- Identify the human and physical characteristics of the places they are studying and explain how those features from the unique character of those places.
- Identify and interpret the causes and effects of historical events.
- Conduct cost/benefit analyses of historical and current events.

English Language Learners

Students will:

- Acquire English-language proficiency in all areas of communication, including listening, speaking, reading, and writing
- Demonstrate academic progress in the core curriculum.

Mastery of English Language Standards will be monitored through the use of unit benchmark assessments. The CELDT is used for initial identification and for annual assessment until students are reclassified as fluent.

Visual Arts

Students will:

- Hone the ability to make critical, informed judgments about the arts and aesthetics; ability to recognize the relationship between the arts and society and the connection to one's own culture; ability to express one's own creativity through technologically driven means of artistic expression.

- Experience the components of each arts discipline during each year in the program focusing on art instruction that is subject-centered, connected to other arts disciplines, and connected to other core subjects.
- Be given a variety of experiences, including trips to art museums, art exhibits, and festivals.
- Be provided with the essential steps towards developing abilities to communicate.
- Gain the knowledge and skill necessary to express ideas creatively in verbal and nonverbal ways.
- Read and think about the arts.
- High school students will develop requisite skills in order to attend a university, or enter the job market in the Media Arts or Production Arts fields.

Instruction is delivered by a combination of specialists, classroom teachers, and guest artists. Art activities are related to the student's interests and include products that are initiated, designed, and completed by the student, and show a balance between student-initiated and teacher-directed activities.

Technology

Students will:

- Learn how to use technology as a 21st Century learner.
- Use technology to improve communication, artistic expression, promotion and information through the use of industry-standard hardware and software, along with being a standard means of preparing word processing documents, presentations, and data sheets.

Business

Students will:

- Learn the principles of business as they relate to business planning, marketing, entrepreneurship, accounting, law, human resource management and business leadership.
- Apply the knowledge they gain in these classes to practical business situations, including partnering with community businesses to demonstrate their learning.

World Language

Students will:

- Learn to use a world language to communicate accurately and appropriately, whether listening, speaking, reading, or writing.

- Understand the cultures of those countries where the target language is spoken.
- Understand the place of the target language in our own society.

Special Education

Each student will achieve goals and objectives designed specifically to address his or her academic, vocational, and social-emotional strengths and needs. Multiple methods for assessing student growth and understanding will be employed in order to provide continuous feedback for all individuals supporting the student (i.e. parents/guardians, teachers, designated instructional service providers, etc.) Students will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to each student's needs pursuant to an IEP. Students will demonstrate proficiency as defined in their IEP in core curriculum subject matter through a variety of assessment methods. Consultation and collaboration between general and special education teachers will ensure full access to the general education curriculum for all students with exceptional needs. The Charter School will continue federal and state mandated educational services.

Physical Development and Health

Students will:

- Acquire lifetime physical fitness concepts to help them develop motor skills.
- Shape and maintain a positive self-image.
- Display appropriate social behavior.
- Enjoy physical education as a recreational interest.
- Increase muscular strength and endurance, flexibility and agility.
- Develop cardio-vascular endurance.
- Maintain body composition.
- Gain an understanding of human growth and development, as well as sexuality.
- Plan a physical fitness program.
- Understand nutrition, substance abuse, and the nature of illness.
- Demonstrate their knowledge of the skills and course content on written examinations, physical skills tests, and observation by the instructor during class activities.

III. PUPIL ASSESSMENT

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

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, the Charter School will conduct testing pursuant to California Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to the District and the California Department of Education (CDE).

Statewide Testing

As one method of measuring student progress, assessments will be conducted pursuant to 47605(c)(1) which requires the Charter School to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to students in non-charter schools.

California English Language Development Test (CELDT)

The CELDT is used for initial identification of English language learners and for annual assessment until students are reclassified as fluent.

Summative and Benchmark Assessments

Summative assessments are used to evaluate student learning at the end of a phase of instruction or instructional unit. For each core course, teachers have developed a scope and sequence (Year-at-A-Glance YAG). These YAGs include unit descriptions, key learning targets and summative assessments for each unit of study. The key learning targets are taken from the Common Core State Standards.

Student teams will present a culminating project in their senior year to demonstrate their level of mastery. Teams will include members from each program. Students will have a portfolio which represents their work in their focus area for the years they attended the Charter School.

Northwest Evaluation Association's Common Core-aligned MAP assessment data is a benchmark used to inform the Cycle of Continuous Learning and Improvement (CCLI) at the site level and in collaborative planning teams. The MAP is administered three times per year for all students in 6th through 11th grades.

In the spring of each academic year, all students in grades 6th through 8th and 11th, take the Smarter Balanced assessment. This assessment helps to determine students' progress toward college and career readiness in English language arts/literacy and Mathematics.

IV. GOVERNANCE STRUCTURE

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

Authorizing Agency

The Charter School is a separate legal entity formed pursuant to the Charter Schools Act, with oversight responsibility vesting in the authorizing agency: The Board of Trustees of the District. Accordingly, the Board of Trustees may approve, modify, or reverse any recommendation, decision, or other action by the Charter School's Executive Council or Principal.

Executive Council

The Charter School's Executive Council will serve as the Charter School's Board of Directors and is comprised of five appointed members (Principal, NUSD Chief Business Officer, NUSD Superintendent or designee, and two parent/community members). All meetings of the Executive Council will comply with the requirements of the Ralph M. Brown Act. (Gov. Code § 54950 et seq.) The Executive Council's responsibilities include direct management of all operations of the Charter School, including but not limited to, the review of financial and operational management of the school, the annual financial budget, solicitation and receipt of grants and donations, contracts, personnel matters, and relations with the District. The Executive Council also provides guidance to the educational and extracurricular programs offered by the Charter School.

The Executive Council shall comply with the Public Records Act, and all conflict of interest laws generally applicable to the District's

Board of Trustees, including but not limited to, Government Code section 1090 and the Political Reform Act.

Principal

The responsibilities of the Principal, or designee, may include, but are not limited to, the following:

1. Direct the daily operation and administration of the campus, including overall supervision of all staff members and volunteers.
2. Work closely with the Assistant Principal to ensure the well-being of the campus, its staff, and students.
3. Ensure the timely evaluation of all certificated and classified personnel.
4. Execute Charter School policies and conduct educational activities, as well as recruitment and training of staff employed by the Charter School.
5. Act as the instructional leader, responsible for helping students achieve outcomes as outlined in the educational program.
6. Take action as necessary on all confidential matters, with input as necessary from Assistant Principal and/or Executive Council.
7. Report to the Executive Council.
8. Work with Assistant Principal to monitor students with disciplinary issues and work with guardians to remind them of their obligation to involve themselves in school activities.
9. Oversee the implementation of the educational program consistent with the Charter School's mission and vision.
10. Oversee development and implementation of curriculum in alignment with State of California Standards and Frameworks.
11. Monitor and evaluate student achievement, and develop strategies with staff to ensure academic progress.
12. Guide the teacher and staff hiring process.
13. Participate in the dispute resolution procedures and complaint procedure when necessary.
14. Develop annual Charter School performance target goals.
15. Oversee the recommendation and implementation of student IEP's and attend IEP meetings as necessary.
16. Plan, coordinate, and attend student orientations as necessary.
17. Facilitate and attend open house events.
18. Oversee and guide all parent/student/teacher relations as necessary.
19. Stay informed of educational laws and legislation and obtain legal counsel as necessary.

20. Implement site safety procedures in compliance with all applicable laws and District policies.
21. Create, appoint, and guide committees to assist in the execution of certain planning and administrative functions.
22. Establish, execute, and oversee enrollment procedures.

Director

The responsibilities of the Director may include, but are not limited to, assisting the principal in the following:

1. Facilitate curriculum plans.
2. Coordinate community projects with the curriculum of the school.
3. Organize a variety of parent involvement projects or activities.
4. Assist the principal in designing and recommending school policy to the Executive Council.
5. Work closely with the site principal to ensure the well-being of the campus, staff, and students.
6. Assist the principal in the preparation of annual reports to the District Board of Trustees and assist in any interim reports as requested by the Board of Trustees such as changes in bylaws.
7. *Other duties as appointed by the principal and the Executive Council.*

Leadership Team

Each department will have representation on the leadership team with the administration, whose responsibilities may include, but are not limited to the following:

1. Direct curricular collaboration.
2. Ensure common practices within the departments.
3. Share information and decisions between staff and administration as necessary.
4. Provide input on school-wide decisions/policies as necessary.

Staff

1. Direct, develop and implement curriculum in compliance with the guiding philosophy of the Charter School.
2. Make recommendations and suggestions on policy and fiscal expenditures to the principal.
3. Identify areas of concern and suggest solutions to the assistant principal.
4. *All staff may be called upon to assist the school administration.*

V. EMPLOYMENT QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school. California Education Code Section 47605 (b)(5)(E)

The Charter School will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in the Educational Program. In accordance with California Education Code Section 47605(d)(1), the Charter School will be nonsectarian in its employment practices and all other operations.

With the exception of the Charter School's Principal, all persons employed by the Charter School (Charter School Employees) are employees of the Charter School and shall not be deemed to be employees of the District for any purpose whatsoever. All applicants for positions with the Charter School will be considered through an open process, and if hired, will enter into an employment agreement with the Charter School. Except as stated in Article XIII below, Charter School Employees are employed "at will" and either the Charter School or the Charter School Employee may terminate the employment at any time, with or without cause and with or without prior notice. Charter School Employees shall have no return rights of any kind with the District and may not transfer or work at any District school site or facility.

Certificated

The Charter School will retain or employ teaching, counseling, and administrative staff who hold appropriate California certificates, permits, and/or other documents issued by the Commission on Teacher Credentialing. Qualifications for other full-time, part-time, or temporary employees will be determined by the Charter School's Principal with the assistance of the Executive Council as necessary.

Principal

At a minimum, the "Principal" is required to hold a current teaching credential and administrative credential, and shall have past administrative experience as an administrator in an elementary, middle, or high school setting.

Teachers

All charter school teachers teaching core subjects will be "highly qualified" as that term is defined under federal law and further

defined by California state regulations implementing such requirements.

Teachers will teach the “core” academic classes of mathematics, language arts, science and health, history/social studies, physical education, visual arts, and technology. These teachers will be responsible for overseeing the students’ academic progress and for monitoring, grading, and matriculation decisions as specified in the school’s operation policies. All teachers must also possess one of the following: EL SDAIE authorization, CLAD, CTET, B-CLAD credentials) or equivalent.

To support the students, the 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 capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher. The key qualifications of Charter School teachers include:

- The requisite teaching credential and demonstrated expertise within the content area and grade-level taught;
- In-depth knowledge of and successful application of current teaching/learning theory to improve the success of children;
- Ability to plan instructional units using developmentally appropriate instructional materials and strategies;
- Ability to collaboratively plan instructional units with other teachers and specialists;
- Willingness to work with parent, student, and community groups;
- Belief in and demonstrated work to implement an educational philosophy that supports success for all students; and
- Enthusiasm for teaching and continued professional growth and development.

The Charter School will employ teachers that hold a current Commission on Teacher Credential, certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the chartering authority. Teachers of core subjects shall be fully credentialed and responsible for, but not limited to, the following:

- Preparing course content and instruction;
- Assigning and grading student work;
- Planning curriculum;
- Collaborating with fellow teachers and Charter School administrators;
- Conducting student assessments; and
- Communicating with parents/guardians.

Candidates for teaching positions with the Charter School shall demonstrate a commitment to students and learning; knowledge of their subject matter; and a willingness to be innovative and dynamic in their instructional methods.

Candidates for teaching positions must also meet all of the following minimum requirements:

- Bachelor's Degree.
- Valid California Teaching Credential or equivalent CTC-issued document.
- If appropriate, or determined by the Charter School or the State of California as required, the individual will hold all appropriate supplemental credentials.
- Additionally, all core teachers, as defined by federal law, shall meet the applicable definitions of the "highly qualified" requirements.

Professional Development and Retention of Highly Qualified Teachers

The Charter School will endeavor to engage in the ongoing professional development of all teachers at the Charter School. Ongoing professional development is essential to the continued development of educator skills and expertise, and the retention of high quality teachers is important for the success of the Charter School. The Charter School's professional development will focus on supporting teachers to best administer the California content standards in a meaningful manner.

Instructional Aides/Paraprofessionals

The Charter School may employ instructional aides to support the Charter School's Educational Program. The key qualifications of instructional aides and paraprofessionals include:

- High School Diploma or equivalent;
- AA degree or 48 semester units or the District's proficiency test,

- if required by federal law;
- Knowledge of and ability to assist in instructing reading, writing, and mathematics as demonstrated through a local or state assessment;
- Ability to provide assistance in a computer laboratory;
- Ability to provide support in a library/media center; and
- Ability to provide instructional assistance to students in all core subjects provided it is under the direct supervision of a certificated employee.

Support Staff

The Charter School will seek support staff members that have 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 operational requirements. These non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan adopted personnel policies. The key qualifications of support staff are provided below:

- Confidentiality with all written, spoken, and electronic information;
- Exceptional clerical and office skills;
- Knowledge and ability to interface with hardware and software on campus; and
- Ability to perform all duties specific to the job classification.

General Requirements, Hiring and Performance Review

All employees of the Charter School will be able to demonstrate an understanding and ability to effectively perform services that contribute to the primary goals of the Charter School. Employees will be able to operate within all learning programs for which they are qualified and be willing to expand professionally. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by California Education Code §44237. The Charter School will adhere to California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Prior to employment, each employee must furnish documentation illustrating that the candidate tested negative for tuberculosis (TB), as well as documents establishing legal employment status. The NUSD Superintendent and/or administrative designees will be responsible for monitoring

and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

The Principal of the Charter School will have the responsibility of evaluating the performance of the Charter School teaching and support staff.

Evaluation Process

The Evaluation Process of Certificated Charter School employees is outlined in Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement.

Policies

Any policies not expressly stated in this Charter Petition may be found within the Charter School's Employee Handbook, or NUSD Board Policy adopted by the Executive Council.

Employee Compensation and Benefits

Certificated Charter School employees follow the employee compensation and benefits outlined in Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement.

VI. HEALTH AND SAFETY

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

The Charter School has adopted the District's comprehensive set of health, safety, and risk management policies, including but not limited to:

- Policies requiring enrolling students to provide documentation of immunizations.
- Policies and procedures for response to natural disasters and emergencies, including fire and earthquakes.
- Policies related to preventing contact with blood-borne pathogens.
- Policies requiring that instructional and administrative staff receive training in emergency response, including appropriate first-responder training.

- Policies related to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received State Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Requirements that each employee of the Charter School submits to a criminal background check as required by California Education Code Section 44237; subcontractors and vendors, whose duties require contact with Charter School students, submit fingerprints in accordance with California Education Code section 45125.1; and all volunteers, who will supervise children outside of the presence of a credentialed employee, undergo fingerprinting/background checks pursuant to California Education Code sections 35021 et seq.
- Policies governing staff action as mandated child abuse reporters.
- *All staff members are required to offer medical clearance including proof of medical exam and tuberculosis (TB) screening.*

VII. RACIAL AND ETHNIC BALANCE

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

The District's jurisdiction includes a wide range of ethnic, socioeconomic, and racial groups. The Charter School's enrollment will be monitored and reported by the Principal to the District each year through the CBEDS process. The Charter School will strive through recruitment practices to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the District's geographic boundaries. The Charter School will implement a recruitment strategy that includes, but is not limited to, the following:

- The development and distribution of promotional/informational materials in English and other languages that reaches out to various racial and ethnic groups represented in the District.

- Using press releases and other communications with local print and broadcast news media.
- Posting notices or banners in libraries and other public buildings and spaces, as well as with local businesses and community institutions to advertise dates, times, and locations of open houses, informational meetings, and other outreach activities for students and families of all races and ethnic backgrounds.
- Maintaining the Leroy Greene Academy website.
- Conducting an annual assessment of student enrollment to further target underrepresented racial and ethnic groups.

VIII. ADMISSION REQUIREMENTS

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

The Charter School uses an open enrollment admission policy for all students, and does not discriminate on the basis of residency, gender, sexual orientation, disability, religion, national origin, ethnic and/or racial background, or achievement level. The Charter School does not charge tuition and is non-sectarian in its programs, admissions, and policies. Continued enrollment is dependent upon progress toward graduation and making satisfactory academic progress.

If the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils, shall be determined by a public random drawing in accordance with California Education Code section 47605(d)(2). Preference may be given in the following order;

1. Pupils currently attending the Charter School;
2. District pupils residing within the attendance area of the Charter School, as defined by the District;
3. Siblings of pupils currently attending the Charter School;
4. District pupils who meet the federal school guidelines for economic support known as "Title One" or "Free or Reduced Lunch" subsidy; and
5. All other pupils residing within the District.

Students and parents/guardians are strongly urged to carefully consider the nature of the programs offered and the rigor of the curriculum prior to applying.

IX. 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)

State Accounting Practices

The District will serve as the fiscal agent for the Charter School and will contract with an independent audit firm that will conduct all financial audits consistent with state accounting practices. The reports will also be available for public review. No later than December 31 of each calendar year, all audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Trustees and the District. Any disputes regarding the resolution of audit exceptions will be referred to a dispute resolution process. Disputes between the Charter School and Board of Trustees will be resolved through a collaborative effort facilitated by the Executive Council and District Superintendent.

Financial Statements

The Charter School will provide all financial statements required by the District to the District upon request. The Charter School will use QSS along with timetables established by the District to remain in compliance with all required deadlines in fiscal matters. The District will notify the Charter School of all due dates (end of month, P1, P2, and P3) by August 1 of each school year.

Audits

The Charter School will use the same audit firm selected by the District to maintain continuity within the District. Furthermore, the Charter School will be billed a pro-rata share for its portion of the audit prepared by the external auditors. The formula for this billing is based on $(\text{total cost of the audit}) / (\text{total number of students in the District}) \times (\text{total number of students at the Charter School})$.

X. PUPIL SUSPENSION AND EXPULSION

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

The Charter School's students are expected to act in a manner that is caring, confident, and demonstrates they are college bound. Upon enrollment, all students will receive a Student Handbook that covers academic, attendance, and behavior expectations. A student

who fails to meet the academic, attendance or behavior expectations will be placed on a probationary contract after a meeting with student, parent/guardian, teachers, and the school principal. If the student fails to meet the criteria in the probationary contract, he or she may be dismissed from the Charter School and required to return to his or her school of record in accordance with the process outlined in the Student handbook.

A student may be suspended and/or expelled if found in violation of California Education Code 48900 et seq. Students who reside outside the District's attendance boundaries will be required to return to their district of record with written notice of the expellable offense to the District Superintendent of record. The Charter School has adopted all District policy, and federal and state laws as they pertain to the administration of discipline.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504, is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

XI. RETIREMENT SYSTEM

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, Public Employees' Retirement System, or federal social security. California Education Code Section 47605 (b)(5)(K)

The Charter School's certificated employees (as defined under Employee Rights) shall be covered by the State Teachers' Retirement System (STRS). Non-certificated Charter School employees shall be covered by the Public Employee Retirements System (PERS) or federal social security (FICA) as provided by law. The Charter School shall contract with the District's payroll services to provide all administrative services in connection with STRS, PERS,

and FICA reporting requirements per a Memorandum of Understanding ("MOU") between the Charter School and the District.

XII. ATTENDANCE ALTERNATIVES

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

Enrollment in the Charter School is strictly voluntary. Students who reside in the District have the option of attending their home school of record. Parents/guardians and guardians of non-District students enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

XIII. RETURN RIGHTS OF DISTRICT EMPLOYEES

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

The Charter School is a separate legal entity under the Charter Schools Act. The rights of Certificated Charter School employees are outlined in Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement. All other employees of the Charter School are "at-will" employees employed by the Charter School and not the District. Accordingly, District employees shall have no employment rights or rights to transfer with respect to the Charter School, except as stated in Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement for Certificated Charter School employees. Likewise, Charter School employees shall have no employment rights with the District or rights to transfer to any District school, except as stated in Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement. Any District employee not covered by Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement who chooses to work at the Charter School shall resign their status as an employee of the District and all of their rights and benefits thereof.

XIV. 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. California Education Code Section 47605 (b)(5)(N)

Disputes between the Charter School and the District will be resolved through a collaborative effort facilitated by the Executive Council and the Superintendent. Amendments to the Charter may be prepared through the Executive Council and submitted to the Board of Trustees for approval. The Charter School has adopted all Board policies that intersect with charter law and all statutes, laws, and regulations for charter schools.

The District may revoke this Charter under the following conditions:

- Violation of any provision of law;
- Failure to meet acceptable standards of fiscal management;
- Failure to make progress toward student outcomes outlined in this charter; and/or
- Violation of the conditions, standards, or procedures outlined in this charter.

XV. COLLECTIVE BARGAINING

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

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the California Education Code [47611.5(b)]. In accordance with this code, the Charter School employees have the right to join organizations of their choice, and to be represented by such organizations in their professional and employment relationships with public school employers.

As of August 17, 2015, the Natomas Teacher's Association is recognized as the labor representative of all Leroy Greene Academy certificated Charter School employees. The rights of such certificated employees are stated exclusively in Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement.

XVI. SCHOOL CLOSURE PROCEDURES

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

In the event that the Charter School closes, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all Average Daily Attendance apportionments and other revenues generated by students attending the Charter School, after payment of all debts and liabilities and refunds to applicable agencies, shall revert to the District. All records will be maintained by District until parents/guardians, or students of age obtain said records. The records will be maintained only for such time required by law and then purged and destroyed to ensure the confidentiality of the students and their families.

Equipment and Materials

All equipment and materials purchased by the Charter School shall remain the property of the District upon closure of the Charter School. If the Charter School is required to liquidate such equipment or materials to repay or return State funds upon closure of the Charter School, or to repay creditors, all remaining equipment and materials shall revert to the District. The Charter School shall be solely responsible for maintaining such equipment and/or materials in good working order and may not use such equipment and/or materials for any personal or private use. The Charter School shall mark and identify, and maintain a written inventory of all such equipment and materials with a purchase value of five hundred dollars (\$500) or more. The written inventory shall be updated and provided to the District annually. The Charter School shall account for all assets obtained in its financial reports.

XVII. MISCELLANEOUS CLAUSES

Additions, Deletions, and Modifications of this Charter
Amendments to this charter may be recommended by the Executive Council, the school principal, or other entities deemed in a leadership role at the school. All changes must be approved by the District's Board of Trustees pursuant to the timelines and process as specified in California Education Code section 47605(b).

Facilities

The Charter School will lease facilities from the District located at 2950 West River Drive, Sacramento, California 95833 ("Site") throughout the term of the Charter and any subsequent renewal, subject to terms and conditions to be set forth in a Facility Use Agreement between the Charter School and the District.

Transportation

The Charter School shall ensure that Charter School field trip consent and medical insurance forms are consistent with the requirements set forth in District forms. The District shall not be responsible for paying any costs in connection with transporting Charter School students, except to the extent such services may be required pursuant to an IEP.

Administrative Services

The Charter School shall be solely responsible for the direct cost of all administrative services provided by the District to the Charter School including but not limited to the following: Liability & Property Insurance fees; Attendance and Financial Software; Student Testing (STAR or successor); Student Health Screenings; Staff Development; Technology Services; Fiscal Services (beyond oversight); and Sacramento County Office of Education Annual fees. The arrangement for the District provision of administrative services to the Charter School shall be set forth in an MOU between the parties.

Pupil Records

The Charter School shall at all times maintain Charter School pupil records, including but not limited to cumulative files, student work portfolios, immunization records, special education files, and/or attendance verification at the school site located within the District. Notwithstanding California Education Code section 47610, the Charter School shall comply with California Education Code sections 49060 through 49079. Charter School pupil records maintained by the Charter School shall be made available for inspection by the District at any time for purposes of verifying that the Charter School is in compliance with all state and federal laws, and its Charter.

Insurance Coverage and Indemnity

The District and Charter School participate in the Schools Insurance Authority-sponsored property, liability and worker' compensation programs. For the term of this Charter, both parties shall remain covered by those programs, the costs of which shall be separately borne by each party, although any increase in the District's experience or rating factor due to claims arising from the Charter School's operations, or use of the Site that leads to an increased contribution (premium) to be paid by the District, for the purchased coverage due to claims arising from the Charter School's operations, or use of the Site shall be solely payable by the Charter School. The Charter School shall indemnify and hold harmless the District throughout the term of the Charter and as set forth in the MOU.

Local Funding

The Charter School elects to receive the state aid portion of charter school general-purpose entitlement and categorical block grant funds as a locally funded Charter School pursuant to California Education Code section 47651(a)(2) and all such funds shall be deposited into a District account established solely for the "Leroy Greene Academy." The District shall transfer to the School funding in lieu of property tax in accordance with California Education Code section 47635. The School recognizes that the District shall have no responsibilities for funding the Charter School beyond the actual funding received for the School.

Oversight and Facilities Fee

The Charter School shall pay an amount equal to three percent (3%) of the total revenues of the Charter School (one percent (1%) for Supervisorial oversight and two percent (2%) for use of the Site), pursuant to California Education Code section 47613. "Revenue" for purposes of this calculation shall include the general-purpose entitlement calculated pursuant to Education Code section 47633, and the categorical block grant calculated pursuant to Education Code section 47634, as computed by the local control funding formula pursuant to Education Code sections 42238.02 and 42238.03.

Local Control Accountability Plan

On or before July 1 of each year thereafter, the Charter School shall provide the District its Local Control Accountability Plan ("LCAP") in accordance with Education Code sections 47606.5 and 52064. The LCAP shall include the goals and annual actions to achieve those

goals as identified in the Charter pursuant to Education Code section 47605(b)(5)(A) or Section 47605.6(b)(5)(A). The LCAP and annual update shall be developed using the template adopted pursuant to Section 52064 and shall include all of the following:

(1) A review of the progress toward the goals included in the Charter, an assessment of the effectiveness of the specific actions described in the Charter toward achieving the goals, and a description of changes to the specific actions the Charter School will make as a result of the review and assessment.

(2) A listing and description of the expenditures for the fiscal year implementing the specific actions included in the Charter as a result of the reviews and assessment required by paragraph (1).

The expenditures identified in the LCAP shall be classified using the California School Accounting Manual pursuant to Section 41010.

For purposes of the review required by Section 47606.5(a), the Charter School may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to Section 52052 or any other reviews.

To the extent practicable, data reported pursuant to this requirement shall be reported in a manner consistent with how information is reported on a school accountability report card.

The Charter School shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.

Term

The five-year term of this Renewal shall commence on July 1, 2017 and end on June 30, 2022.

APPENDICES

Appendix A: *School Calendar*

Appendix B: *Bell Schedule/Instructional Minutes for 2016-2017*

Appendix C: *Projected 16/17 Year Budget and Three-Year
Cash-Flow*

Appendix D: *CDE DataQuest Reports, 2013*

Leroy Greene Academy Academic Calendar 2016-2017

APPENDIX A

August 2016						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

First Day of Class
Wednesday, August 10
Last Day of Class
Friday, May 29

Holidays (No School)
July 4
September 5
November 11
November 21 – 25
December 23-January 6
January 2
January 16
February 13
February 20
Apr. 10-14
May 29

Staff Development
(No School for Students)
August 4, 5, 8, 9
October 3
May 26, 30

November 2016						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Minimum Days
October 13-14, 2016
December 21-22, 2016
March 9-10, 2017
May 24-25, 2017

February 2017						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Semester 1a Ends- Oct. 14
Semester 1b Ends- Dec. 22
Semester 2a Ends- Mar. 10
Semester 2b Ends- May 25

Drop Dead Dates
(LAST DAY TO MAKE UP ASSESSMENTS/ASSIGNMENTS)
Friday, October 7, 2016
Friday, December 16, 2016
Friday, March 3, 2017
Friday, May 19, 2017

May 2017						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Testing Dates

August 17 – 19 - NWEA #1
August 22-24 - NWEA Make-Ups
October 13 – Final Exams (Periods 1 and 2)
October 14 – Final Exams (Periods 3 and 4)
October 19-PSAT (10th Grade)
November 2 – 4 - NWEA #2
November 7-9 - NWEA Make-Ups
December 21 – Final Exam (Periods 1 and 2)
December 22 – Final Exam (Periods 3 and 4)
March 1 – 3 - NWEA #3
March 6-7 - NWEA Make-Ups
March 9 - Final Exams (Periods 1 and 2)
March 10 - Final Exams (Periods 3 and 4)
April 19- ACT (11th Grade)
April 21- ELA SBAC Class Activity
April 24 - ELA SBAC PT 6-8th, 11
April 25 - ELA PT/CAT 6-8, 11
April 26 - ELA CAT 6-8, 11
April 27 - ELA Make-Ups
April 27 - CST Science 8, 10 Pull
April 28 - ELA Make-Ups
April 28 - CST Science 8, 10 Pull
April 28 - Math SBAC Class Activity 6-8, 11 (12)
May 1 – Math SBAC PT 6-8, non AP 11
May 1 – AP Environmental Science Exam (11, 12)
May 2 – Math SBAC PT/CAT 6-8, non AP 11
May 2 – AP Spanish Exam (11, 12)
May 3 – Math SBAC CAT 6-8, non AP 11
May 3 – AP English Literature and Composition (12)
May 3 – ACT Makeups (10)
May 4 – Math SBAC (11th pulls)
May 8 – SBAC Make-ups (ELA and Math)
May 9 – AP Calculus (11, 12)
May 10 – AP English Language and Composition Exam (11)
May 24 - Final Exams (Periods 1 and 2)
May 25 - Final Exams (Periods 3 and 4)

Events

August 3-4-WEB Training (Leaders)
August 5-Returning Student Schedule Pickup
August 8-6-7 Parent Orientation
August 8-WEB Orientation
August 9-7-12 Return Parent Orientation
August 10-12-Welcome Week for Student
September 8-Back to School Night
September 16-After School Movie
October 17-21-Fall Spirit Week
October 21-Powder Puff Game (Assembly Schedule)
October 21-Homecoming Game
October 21-Homecoming Rally
October 24-31-Red Ribbon Week
November 3-Dia de los Muertos
November 8-Student vs. Staff Decathlon
November 14 – Canned Food Drive
November 17-WEB Fall Lunch
November 18-Turkey Bowl (lunchtime)
November 19 – Pancake Breakfast

Events (Continued)

November 29-Fall Parent Conferencing Night
January 13-Winter Rally & Winter Dance
January 26 – Talent Show
January-February-Pennies for Patients
February 10 – Spirit Rally/Sadie Hawkins Dance
February 24-After School Movie
February 28-Student vs. Staff Basketball Game
March 23-Multi-Cultural Night
April 4- MS Student vs. Staff Scavenger Hunt
April 8-Prom
April 21-NWEA Rally
April 25-Spring Parent Conferencing Night
May 2-Student vs. Staff Dodge Ball Tournament
May 4-Business Exhibition Night
May 11-Art Exhibition Night
May 12-End of Year Rally
May 16 – Senior Take-Over
May 18 – Sports Banquet
May 22-8th Grade Commitment to Graduate Ceremony
May 25-High School Graduation Ceremony

APPENDIX B: Bell Schedules

Regular Bell Schedule									
(Mondays, Tuesdays, Thursdays, and Fridays)									
First Lunch (Middle School)					Second Lunch (High School)				
Period	Start	End	Minutes		Period	Start	End	Minutes	
Period 1	8:00	9:30	90		Period 1	8:00	9:30	90	
Period 2	9:35	11:05	90		Period 2	9:35	11:05	90	
Lunch	11:05	11:35	30		Period 3	11:10	12:40	90	
Period 3	11:40	1:10	90		Lunch	12:40	1:10	30	
Period 4	1:15	2:45	90		Period 4	1:15	2:45	90	
Advisory	2:50	3:15	25		Advisory	2:50	3:15	25	
Instructional				385	Instructional				385
Collaboration Bell Schedule									
(Wednesdays)									
First Lunch (Middle School)					Second Lunch (High School)				
Period	Start	End	Minutes		Period	Start	End	Minutes	
Period 1	8:00	9:15	75		Period 1	8:00	9:15	75	
Period 2	9:20	10:35	75		Period 2	9:20	10:35	75	
Lunch	10:35	11:05	30		Period 3	10:40	11:55	75	
Period 3	11:10	12:25	75		Lunch	11:55	12:25	30	
Period 4	12:30	1:45	75		Period 4	12:30	1:45	75	
Instructional				300	Instructional				300
Minimum Day Bell Schedule									
(Finals Day Schedules)									
All Grade Levels (Day 1)					All Grade Levels (Day 2)				
Period	Start	End	Minutes		Period	Start	End	Minutes	
Period 1	8:00	10:00	120		Period 3	8:00	10:00	120	
Break	10:00	10:15	15		Break	10:00	10:15	15	
Period 2	10:20	12:20	120		Period 4	10:20	12:20	120	
Optional Lunch	12:20	12:50	30		Optional Lunch	12:20	12:50	30	
Instructional				240	Instructional				240
Assembly Day Bell Schedule									
(Assembly Day Schedules)									
First Lunch (Middle School)					Second Lunch (High School)				
Period	Start	End	Minutes		Period	Start	End	Minutes	
Period 1	8:00	9:10	70		Period 1	8:00	9:10	70	
Period 2	9:15	10:25	70		Period 2	9:15	10:25	70	
Lunch	10:25	10:55	30		Period 3	10:30	11:40	70	
Period 3	11:00	12:10	70		Lunch	11:40	12:10	30	
Period 4	12:15	1:25	70		Period 4	12:15	1:25	70	
Assembly	1:30	2:15	45		Advisory	1:30	2:20	50	
Advisory	2:20	3:15	55		Assembly	2:25	3:15	55	
Instructional				335	Instructional				330

APPENDIX C:
LEROY GREENE ACADEMY
2016-17 Adopted Budget MULTI-
YEAR BUDGET SUMMARY

Description	2016-17	2017-18	2018-19
Key Budget and Financial Variables			
School Enrollment	715	715	715
School ADA	679	679	679
Ratio of ADA to Enrollment	95.00%	95.00%	95.00%
Revenues:			
State	\$ 6,345,061	\$ 6,608,834	\$ 6,709,483
Federal	-	-	-
Local	1,000	1,000	1,000
Total Revenue	\$ 6,346,061	\$ 6,609,834	\$ 6,710,483
Expenditures:			
Certificated Salaries	\$ 3,680,273	\$ 3,755,814	\$ 3,831,814
Classified Salaries	160,270	162,700	165,000
Employee Benefits	1,181,966	960,000	1,043,000
Total Compensation Costs	5,022,509	4,878,514	5,039,814
Books and Supplies	819,914	740,474	757,474
Operating Costs	680,659	687,500	-
Total Expenditures	\$ 6,523,082	\$ 6,306,488	\$ 5,797,288
Other Outgo:			
Special Education Contribution	\$ 254,900	\$ 254,900	\$ 254,900
Indirect Costs (5.69%)	\$ -	\$ -	\$ -
Total Outgo	\$ 254,900	\$ 254,900	\$ 254,900
Revenues over(under) Expenditures	\$ (431,921)	\$ 48,446	\$ 658,295
Beginning Fund Balance	\$ 1,026,540	\$ 594,619	\$ 591,000
Ending Fund Balance	\$ 594,619	\$ 643,065	\$ 1,249,295
Components of Ending Fund Balance			
Other Assignments:			
1:1 Program	\$ -	\$ -	\$ 100,000
Wifi Project	\$ -	\$ -	\$ -
Math Textbook Adoption	\$ -	\$ -	\$ -
ELA Textbook Adoption	\$ -	\$ -	\$ -
Science Textbook Adoption	\$ -	\$ 52,065	\$ 200,000
Educator Effectiveness	\$ -	\$ -	\$ -
Furniture Costs	\$ -	\$ -	\$ -
Stabilization Arrangements	\$ -	\$ -	\$ 404,295
Economic Uncertainty Designation*	\$ 594,619	\$ 591,000	\$ 545,000
Unappropriated Fund Balance	-	-	-
Ending Fund Balance	\$ 594,619	\$ 643,065	\$ 1,249,295

*Minimum of 9% reserve for economic uncertainties per Board Policy 3100 (c)

Appendix D: CDE DataQuest Reports, 2013

2012-13 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met 2013 Growth Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
7/29/2014

School: Leroy Greene Academy
LEA: Natomas Unified
County: Sacramento
CDS Code: 34-75283-0126060
School Type: Middle

2013 Growth API Links:

3 - Year Average
School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: No

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide:

All Student Groups:

All Targets: N/A

2013 Statewide Rank: 4 2013 Similar Schools Rank: 6

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	194		768	B	B	B	
Black or African American	53	No	717				
American Indian or Alaska Native	3	No					
Asian	16	No	868				
Filipino	9	No					
Hispanic or Latino	67	No	760				
Native Hawaiian or Pacific Islander	4	No					
White	31	No	787				
Two or More Races	5	No					
Socioeconomically Disadvantaged	121	No	762				
English Learners	28	No	790				
Students with Disabilities	33	No	569				