

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Peter Hansen, hereby certify that the information submitted in this application for the approval of the California public charter school, Guajome Learning Center, is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that the Charter School:

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

- Shall at all times maintain all necessary and appropriate insurance coverage.
- 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).
- Shall ensure that, 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)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 1. Maintaining 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)]
 2. Consulting, on a regular basis, with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
 3. Complying with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
 4. Complying with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
 5. Complying with all applicable portions of the Elementary and Secondary Education Act.
 6. Complying with the Public Records Act.
 7. Complying with the Family Educational Rights and Privacy Act.
 8. Complying with the Ralph M. Brown Act
 9. Meeting or exceeding the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Peter Hansen, Lead Petitioner

Date

GUAJOME LEARNING CENTERS, INCORPORATED

The Guajome Learning Centers, Incorporated , an educational and public benefit, 501(c)3 nonprofit corporation, shall be formed for the specific purpose of managing, operating, guiding, directing, and promoting Guajome Learning Center programs as a charter school pursuant to California Education Code Section 47600, and adhering to the mission, vision, and structure that follow. The location of Guajome Learning Center shall be located within [the county of the Vista Unified School District (“VUSD”)]. Public education shall be provided for students in Grades Kindergarten through 12.

ARTICLE I – PRINCIPLE

Guajome Learning Center shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. It shall not charge tuition, and shall not discriminate against any student on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation or association with an individual who has any of the aforementioned characteristics. Admissions shall not be determined according to the place of residence of the student, or of his or her parent or guardian, within this state. When the number of applicants exceeds the number of available openings for a program, a public random drawing, as described under Article IV, shall be conducted. Students interested in enrolling after capacity limit has been reached may choose to be added on a waiting list.

ARTICLE II – EDUCATIONAL PROGRAM

Governing Law: 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)

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Education Code Section 47605(b) (5) (A) (ii)

“Whom the School is Attempting to Educate”

Guajome Learning Center will serve students in Grades Kindergarten – 12 who wish to attend and participate in the Guajome Learning Center educational program. The ultimate objective shall be that each student becomes a self-motivated, competent, and lifelong learner.

Guajome Learning Center’s mission is based on research models of effective practices that spotlight requirements for personal accomplishment in the 21st century. We believe that: “learning is never completed; it is a continuous, ongoing process; it is always evolving, growing, and changing” (Valencia, 1990). A review of contemporary research repeatedly demonstrates that small schools have demonstrated advantages over large schools in areas such as the quality of curriculum, student achievement, student attitudes, and social behavior (Cotton 1996; Wasley; 2001; Blum; 2002). Moreover, a growing body of evidence suggests that the consistent and effective use of technology in instruction improves achievement in the content areas; encourages the development of higher-order thinking and problem-solving skills; and increases workforce preparation (Cradler, 2002). Learning bridges the gap between knowledge and application through finished products that prepare students to further their formal education or apply these skills in the workplace. Guajome Learning Center’s curriculum and instruction model will combine state adopted curriculum standards, advanced technology, community partnerships, and vocational opportunities, along with classes and enrichment opportunities to enable students to exhibit applied subject matter content within their course of study and skill-building, in general.

Guajome Learning Center’s grade configuration will provide kindergarten through Grade 12 educational options for parents and students who desire:

- The positive elements of a small learning environment,
- Technology-integrated instruction,
- Home schooling/independent studies,
- Career education emphasizing vocational and information technology,
- Diploma pathways to complete high school graduation, and
- Standards based curriculum and enrichment support.

Students successfully completing Guajome Learning Center’s designated course of study will receive a diploma from Guajome Learning Center.

Guajome Learning Center will inform parents and students of the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through written descriptions in the course catalog and on the school website. Guajome Learning Center will work within the framework of the Elementary and Secondary Education Act (“ESEA” - *No Child Left Behind Act of 2002* [NCLB]).

Guajome Learning Center believes that public education is responsible for furnishing full instructional support to all students, including English learners and students with disabilities. Guajome Learning Center will provide all students with appropriate educational programs leading to proficiency as measured by the California Standards Test (“CST”) and the California High School Exit Exam (“CAHSEE”). Students in need of interventions will be identified by analyzing results of standardized test scores, curriculum-imbedded assessments, and other suitable screening criteria as well as examining academic grades, the Home Language Survey, the California English Language Development Test (“CELDT”), Student Study Team (“SST”) recommendations where appropriate, and applicable Individual Education Plans (“IEP”). Guajome Learning Center will work collaboratively with agencies from within the community to meet the needs of all students. One of the primary partners will be Guajome Park Academy, Inc. (“GPA”). GPA will provide educational and administrative services for Guajome Learning Center and provide critical support to ensure the success and sustainability of Guajome Learning Center programs. This unique partnership will bridge the challenges that many charters experience during their first adoption cycle of approval from charter granting agencies.

Guajome Learning Center learning community will be committed to providing a wide-range of performance-based educational possibilities for all students that are rigorous, relevant, and build relationships. Performance-based education and partnerships with families, businesses and post secondary institutions will create unparalleled-choice for Guajome Learning Center students to display initiative and to take responsibility for their own education. Supported by a staff that will expose them to life-long learning strategies, students will have the opportunity to be industry-certified in career fields such as but not limited to technology, arts, and media and entertainment trade crafts.

“Educated Person” in 21st Century

Many ideas from the global community will shape Guajome Learning Center’s ideas about the “educated person” in the 21st century. Touching the past with care and respect, while pushing the boundaries of conventional thinking to invent the future, have always been a part of the American experience. A complex diversity of cultures, the free-wheeling play of ideas, dedication to personal and community fulfillment, and the importance of discovery, change, and growth are key characteristics. For such people, the challenges of the next century are not problems, but widely expanded possibilities. This is the spirit that has infused American “know-how” for generations; this is the spirit and definition of Guajome Learning Center’s “educated person” in the 21st century.

How Learning Best Occurs

- Through active participation in thoughtfully organized learning experiences that meet actual personal and community needs;
- With curricula that are interrelated and embedded in learning experiences;
- Where structured time exists for learners to think, talk, and write about the many dimensions of what they do;
- Where learners use, transfer, and build upon newly acquired skills and knowledge in new situations that connect in multiple ways to their environment and the world at large;
- Where every learner is a teacher --every teacher a learner; and
- Where all learners are challenged and feel safe enough to take the risks essential for learning.

The Knowledge Base

Guajome Learning Center will provide opportunities for students to participate in challenging learning experiences; and will strive to offer students educational programs which are flexible, demanding, and appropriate. Guajome Learning Center will include programs for students who are better served with a more individualized learning approach, to accommodate students who would benefit from a non-classroom based program due to academic or personal needs, site-based vocational and classroom learning opportunities, virtual learning via computer access, independent studies, home studies, and vocational and community college partnerships which allow students to develop career skills and post-secondary instructional and vocational opportunities. Guajome Learning Center will recognize that students prosper in a variety of educational settings. Guajome Learning Center will serve kindergarten through high school students and candidates including students with credit-deficiencies and students who face personal barriers in obtaining their high school diploma. Guajome Learning Center will include the following instructional platforms and strategies:

- Small learning environments will be provided for students to better support their academic success and desired outcomes. This can include but not be limited to seminar options, labs, enrichment courses, classroom instruction, and breakout session.
- Technology-integrated instruction such as but not limited to on-line learning platforms, virtual classes, and instructional classes using innovative technology integration to support lesson design and instructional methodologies.
- Home School/Independent Studies will offer an academically rigorous alternative to the classroom environment. Students must be self-motivated and organized to succeed. Students will work independently, according to a written agreement and under the general supervision of a certificated teacher. Students will follow the Guajome Learning Center Board adopted curriculum, California state curriculum frameworks and content standards; required assessments including CST's and CAHSEE, and will complete the adopted Guajome Learning Center graduation requirements. This educational choice will offer flexibility to meet individual student needs, interests, and learning styles which will be a highly personalized form of instruction. The program will be available as a voluntary option chosen by students and parents; and will be accessible on a short-term or long-term basis.

For primary grades (Home School Instruction), students will have access to state adopted curriculum and texts, resources, enrichment opportunities, and seminar learning environments, providing families the opportunities and tools to be actively engaged and facilitate instruction within alternative environments.

The Home School and Independent Studies Programs will offer a high degree of flexibility and individualization in order to serve a wide range of students including, but not limited to:

1. Students who face particular challenges such as health issues or the need to work, making seat-based classroom attendance difficult.
 2. Students who, for a variety of reasons, have fallen behind in studies and need targeted instruction to fill in gaps in their learning or make up credits.
 3. Students who want an individualized approach that allows them to develop academic pursuit and rigor deeper into areas of special interest.
 4. Parent choice and more active participation into their students learning.
- Diploma pathways to complete high school graduation which include but not limited to students

who are credit deficient; students who desire to accelerate through high school course work; and/or through partnerships with local community colleges. Students will receive standards-based and remedial curriculum with the extra teacher contact and encouragement needed to reach their educational goals.

- The credit recovery program will serve high school students and candidates including students with credit-deficiencies and students who face personal barriers in obtaining their high school diploma.
- Career education emphasizing vocational training such as but not limited to industry certifications in varied fields such as technology, computer networking, vocational trades, community college, and business partnerships.

Expected School-wide Learning Results (“ESLRs”)

The goal of Guajome Learning Center will be to educate all members to strive to achieve the qualities of the Expected School-wide Learning Results (“ESLRs”) as listed below:

1. Guajome Learning Center students will be prepared for academic success in post-secondary education by:
 - Critically reading and responding to informational and literary text,
 - Communicating ideas in an organized manner,
 - Analyzing and developing solutions to problems,
 - Synthesizing multiple sources of information,
 - Understanding and implementing instructions, and
 - Utilizing technology to enhance learning or presentation of assignment.
2. Guajome Learning Center students will demonstrate proficiency with computer skills necessary in the 21st century by:
 - Demonstrating information literacy,
 - Participating in electronic communications,
 - Creating assignments using computer applications,
 - Publishing in an electronic format, and
 - Developing projects in order to display information/data with a computer application.
3. Guajome Learning Center students will demonstrate proficiency in the content areas by:
 - Creating visual displays and productions,
 - Producing products that meet objective expectations and standards,
 - Critiquing, writing, evaluating and analyzing assigned work and specific curriculum content,
 - Scoring proficient on formative and summative tests, designated assignments and general assessments
4. Guajome Learning Center students will be responsible citizens and possess a solid foundation for life-long learning by:
 - Attending meetings and classes by arriving punctually,
 - Being prepared to work individually and collaboratively,

- Respecting themselves and others,
- Contributing to their community, and
- Demonstrating ethical usage of technology.

Guajome Learning Center students will exhibit ESLR achievement in the following areas upon graduation: Core academic standards, life-long learning skills, and social/interpersonal skills.

Core Academic Standards

English/Language Arts: Working at appropriate grade-level proficiency, students will understand and demonstrate strong reading, writing, listening, speaking, and presentation skills through the integration of technology and digital arts. They will comprehend and critically interpret informational and literary text, write compositions according to major text structures and genres, and deliver and analyze oral and media presentations. Using a variety of research strategies, students will organize information and display information literacy proficiency.

History/Social Science: Working at appropriate grade level proficiency, students will understand and apply basic history and social science concepts, improve critical thinking skills, pursue a deeper understanding of the institutions of American government, develop a sense of civic literacy as they prepare to assume the responsibilities of citizenship, and become familiar with fundamental economic concepts through the integration of technology and digital arts. In addition, students will demonstrate historical and social science analysis through reasoning, reflection, and research.

Mathematics: Working at appropriate grade level proficiency, students will understand and apply mathematical processes and concepts, including number sense, measurement and geometry, mathematical reasoning, algebra and functions, statistics, data analysis and probability and will demonstrate logical reasoning through the integration of technology and digital arts.

Science: Working at appropriate grade level proficiency, students will utilize scientific research and inquiry methods to understand and demonstrate the major concepts underlying the earth, life, and physical sciences through the integration of technology and digital arts.

Life Long Learning Skills

Study Skills and Work Habits: Students will develop skills and habits that will enable them to plan, initiate and complete a project, and then reflect on and evaluate their own learning.

College and Career Preparation: Students will prepare resumes, perform career/college searches, complete financial aid forms, personal interest surveys, and may have the opportunity for internships in fields of interest.

Social/Interpersonal Skills

Citizenship and Leadership Skills: Students will plan and implement a project in service to the school and/or the greater community.

Acceptance and Collaboration: Students will engage in individual and collective responsible, positive, and compassionate peer relationships by showing consideration for cultural differences and others in general.

Mature Work Ethic: Students will demonstrate work individually and in cooperative groups.

Guajome Learning Center's governance will approve all course frameworks and graduation requirements. Guajome Learning Center high school graduates are required to satisfy the following minimum graduation requirements beginning with the graduating class of 2012:

Graduation Requirements		
Units	Content Area	Content Specific Requirements
40	English/Language Arts	Grades 9 – 12
20	Mathematics	Grades 9 – 12; including Algebra 1
30	Social Science	10 units of World History; 10 units of U.S. History; 10 units of Economics/Government
20	Science	10 units of Physical Sciences; 10 units of Biological Sciences
10	Foreign Language/Fine Arts	10 units of Foreign Language or 10 units of Fine Arts
20	Physical Education	20 units of Physical Education
5	Community Service	Community Service
5	Graduation Portfolio	Graduation Portfolio
70	Electives	75 units of unrestricted electives
220	Minimum Total Units Required for Graduation	
Additional Requirements		
<input type="checkbox"/> Students must pass the California High School Exit Exam <input type="checkbox"/> Students must pass Algebra I <input type="checkbox"/> Students must complete a Senior Graduation Portfolio		

Structure and Organization

Guajome Learning Center will offer at least the minimum annual number of instructional minutes for program components, as required by the state. Attendance accounting shall be maintained consistent with state requirements for charter schools and, to this end, student absences are not excused. A day of attendance will refer to the attendance of students while engaged in educational activities required of them by Guajome Learning Center on days that the school is in session. “Attendance of a student” for Guajome Learning Center students shall mean engagement in “school-approved/defined tasks” agreed to by Guajome Learning Center instructional staff. No student may generate more than one day of attendance in a calendar day in which the school is in session.

Serving Students Performing Below Standards

Students who fall below a 2.0 grade point average will be contacted by an Administrator and/or designee, and a meeting will be arranged to discuss the student’s performance. A possible Intervention Action Plan may be initiated to support the student in addressing the academic concerns. If the student is credit deficient and in danger of not graduating on time, a plan will be established to get the student caught up and on track for graduation.

Student Study Teams

It may be determined that an SST meeting is warranted with teacher(s), parent/guardian, Counselor, Administrator or designee, and the student in attendance if a student struggles academically or behaviorally within the school setting. Guajome Learning Center works in collaboration with the teachers and administration to develop an SST informational packet for parents, students, and teachers. The packet may include but is not limited to a flow chart of procedures to follow, checklists, notification forms, and a template for taking notes at the SST meetings.

The SST meeting may include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified, and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to use are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for Special Education or Section 504 assessment might be deemed necessary by the SST.

At the SST meeting, the student's learning style, strengths, and weaknesses will be discussed. A plan will be implemented in order to encourage and support student success. During the SST meeting, a follow-up meeting will be arranged so the student's progress can be re-evaluated.

An SST uses a systematic problem solving approach to assist student with concerns that are interfering with academic success. The SST will identify a student's strengths; clarify problems and concerns; develop strategies and offer resources; provide a system for school accountability; and serve to assist the parent, teacher, and student.

Additionally, a student may be referred for consideration for an SST by a parent, teacher, or other concerned party. Anyone who is connected with that student may be included in the SST in order to provide information to share about the student's strengths, concerns, and strategies that may have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement officers.

Serving Students with Disabilities

Overview

Guajome Learning Center will comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Guajome Learning Center will be categorized, by default, as a "public school" within the VUSD in conformity with Education Code Section 47641(b). However, Guajome Learning Center will reserve the right to make written verifiable assurances that the Charter School shall become an independent Local Education Agency ("LEA") and join Special Education Plan Area ("SELPA") pursuant to Education Code Section 47641(b) either on its own or with a grouping of charter school LEA's as a consortium.

Guajome Learning Center will comply with all state and federal laws that are related to the provisions of Special Education instruction and related services, all SELPA policies and procedures, and will utilize

appropriate SELPA forms.

Services for Students under the IDEIA

As a public school of the District, solely for purposes of providing Special Education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School will seek and receives services from the District for Special Education students enrolled in Guajome Learning Center in the same manner as is provided to students in other District schools. Guajome Learning Center will follow the District and SELPA policies and procedures, and will utilize SELPA forms in seeking out, identifying, and serving students who may qualify for Special Education programs and services, and for responding to record requests and maintaining the confidentiality of student records. Guajome Learning Center will comply with District protocol as to the delineation of duties between the District central office and the Charter School in providing Special Education instruction and related services to identified students. Meetings will be held, as needed, between Guajome Learning Center and the District to review Special Education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, which will ensure that Guajome Learning Center and the District will work collaboratively and maintain an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing Special Education and related services under the IDEIA pursuant to Education Code Section 47641(b), Guajome Learning Center shall comply with a Memorandum of Understanding (“MOU”) between the District and the Charter School which spells out in detail the responsibilities for provision of Special Education services and the manner in which Special Education funding will flow to the students of the Charter School.

The Special Education Program at Guajome Learning Center will be structured to meet the needs of students as outlined by IDEIA, the Individual Education Plan (“IEP”), the California Content Standards, and graduation criteria.

Identified Special Education students may take an alternative course of study as specified in their IEP to meet state and local graduation requirements for a diploma. Additionally, within the guidelines of the IEP, if a student with a disability does not meet all state and local requirements for earning a high school diploma, then the Charter School may award the student a certificate of completion in lieu of the traditional diploma.

Section 504 of the Rehabilitation Act

Guajome Learning Center recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, will be eligible for accommodation by the school. Guajome Learning Center students receiving 504 accommodation plans will be serviced based on established protocols and procedures.

A 504 team will be assembled by the appropriate teachers, Counselors, and/or Administrator or designee and will include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social, and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for Special Education instruction or

related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation will be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The final determination of whether the student will or will not be identified as a person with a disability will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for Special Education per the IDEIA, a referral to determine if assessments are warranted under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations or services will be needed to ensure that the student will receive a Free Appropriate Public Education ("FAPE"). In developing the 504 Plan, the 504 team will consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

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

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

Serving English Learners

Overview

Guajome Learning Center will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement.

Home Language Survey

Guajome Learning Center will administer the home language survey upon a student's initial enrollment into the school (on enrollment forms).

California English Language Development Test (CELDT)

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment^[1] and at least annually thereafter between^[1] July 1 and October 31 until re-designated as fluent English proficient.

^[1] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing.

Guajome Learning Center will notify all parents of its responsibility for CELDT administration and of CELDT results within 30 days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the ESEA for annual English proficiency testing.

Reclassification Procedures

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

1. Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
2. Assessment of English proficiency as compared to English proficient students using an objective assessment instrument including, but not limited to, the California Standards Test (CST) for English Language Arts (ELA).
3. Multiple measures assessment criteria is used to measure academic progress and language fluency including, but not limited to, the use of assessments administered at the school site, English curriculum proficiency, and overall student ability in content areas.
4. Participation of the student's English teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's curriculum mastery.
5. Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in Guajome Learning Center's reclassification procedure including seeking their opinion and consultation during the reclassification process.

Strategies for English Language Learner Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English Language Learners. Teachers serving English Learners will have met and/or exceeded credentialing requirements as required by California state law (CLAD, NCLB).

The instructional design model used by Guajome Learning Center will place a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through a well-defined professional development program, teachers will be trained on a variety of instructional strategies to be used specifically with English Language Learners.

Strategies to be used will include, but may not be limited to, the use of specific English Language Development (ELD) curriculum, Sheltered English Instruction (SEI) in core curriculum, Guided Language Acquisition Design (GLAD) strategies, and thematic planning and cross curricular integration.

Transferability of High School Courses

Course Catalogs and program handbooks will be made available to address the eligibility of courses to meet college entrance requirements and outline transfer protocols for grades and courses to other public schools. Students who transfer to Guajome Learning Center will have their transcripts reviewed and will be given credit for classes that Guajome Learning Center accepts for graduation requirements and aligns with course

outlines and course content expectations. Guajome Learning Center cannot guarantee transfer credit will be given if courses and grades are incomplete, below a letter grade of “C”, or do not meet rigor or merit of academic courses. The Superintendent’s decision on such matters is final.

Student Outcomes and Methods of Measurement of Student Outcomes

Governing Law: 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)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. -- California Education Code Section 47605(b) (5) (C)

Guajome Learning Center’s commitment to student programs will be demonstrated through extensive assessment and philosophical commitment to the educational programs. Each area of assessment is expanded upon in this section.

Guajome Learning Center will meet all statewide standards and will conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Guajome Learning Center will demonstrate an on-going process of evaluating student outcomes to reflect the school’s mission and changes in state standards, and to develop relevant life-long learning strategies which students can apply in contemporary society.

Specific grade level skills and standards will align with the requirements outlined in *Content Standards for California Public Schools* and reflect the course of study outlines approved by Guajome Learning Center Board of Directors. Students will be expected to meet or exceed established pupil outcomes. Student progress towards meeting established outcomes will be assessed by multiple assessment measures aligned to the *Content Standards for California Public Schools* and national and industry standards where appropriate. These assessment methods include:

Methods of Assessing Pupil Outcomes		
Pupil Outcome	Curriculum	Assessment Method
Proficiency of Core Academic Skills and California Content Standards	<ul style="list-style-type: none"> ▪ CA standards-based coursework in core academic areas: English-language arts, math, science, social science. ▪ Community College classes 	<ul style="list-style-type: none"> ▪ STAR ▪ CA High School Exit Exam ▪ Instructor assigned daily work ▪ Instructor assigned comprehensive tests ▪ Instructor assigned authentic assessments*
Proficiency in one or more subject areas: career preparation, visual & media arts, general education	<ul style="list-style-type: none"> ▪ National and industry standards based coursework ▪ Internships, community partnerships ▪ State adopted texts ▪ Appropriate supplementary materials 	<ul style="list-style-type: none"> ▪ Graduation Senior Portfolio ▪ Instructor assigned daily work ▪ Instructor assigned comprehensive tests ▪ Instructor assigned authentic assessments*
Proficiency with basic computer skills	<ul style="list-style-type: none"> ▪ Keyboarding proficiency ▪ Word Processing ▪ Computer Literacy ▪ Integration of technology in coursework 	<ul style="list-style-type: none"> ▪ Passing grades in Keyboarding/Word Processing & Computer Literacy ▪ Graduation Senior Portfolio ▪ Instructor assigned daily work ▪ Instructor assigned authentic assessments*
Life Long Learning Skills	<ul style="list-style-type: none"> ▪ English-language arts ▪ Work Experience and career preparation curriculum ▪ Senior workshops ▪ Appropriate supplementary materials 	<ul style="list-style-type: none"> ▪ Graduation Senior Portfolio ▪ Career Assessment ▪ Instructor assigned daily work ▪ Instructor assigned comprehensive tests ▪ Instructor assigned daily work ▪ Instructor assigned authentic assessments*
Responsible Citizenship and Social/Interpersonal Skills	<ul style="list-style-type: none"> ▪ Service Learning project and coursework ▪ Collaborative projects in Guajome Learning Center courses ▪ Appropriate supplementary materials 	<ul style="list-style-type: none"> ▪ Service Learning Projects ▪ Participation in extra-curricular and school activities ▪ Instructor assigned daily work ▪ Instructor assigned authentic assessments*

*Authentic Assessments: realistic performance-based activities requiring students to use judgment, innovate, and “do” the subject; simulate real life contexts, assess a student’s ability to use acquired knowledge and skills to negotiate complex tasks. Such assessments allow students to rehearse, practice, consult resources, and receive feedback and refine. (Wiggins, 1998)

Assessment

California Standardized Testing and Reporting Program

One part of the state testing system is the Standardized Testing and Reporting (“STAR”) Program. This program is administered annually, and was authorized in 1997 by state law (CCR, Title 5. Div. 1, Ch 2, §3.75). The purpose of the STAR Program is to measure how well students are learning basic academic skills based on California State Standards. ***The results from STAR may be used as one measure for placement in academic classes.*** All Guajome Learning Center students in Grades 2-11 participate in the STAR Program.

The STAR Program includes four elements:

- The California Standards Tests (“CST”) are a major component of the STAR Program. The CST’s are developed by California educators and test developers specifically for California. The tests measure Grades 2-11 student progress toward achieving California’s state-adopted academic content

standards, which describe what a student should know and be able to do in each grade and subject tested.

- The Standards-Based Tests (“STS”) in Spanish are multiple choice tests that are required for Spanish-speaking English learners. The STS is administered to students in Grades 2-11 and to students who meet the criteria for taking the end-of-course Algebra I and Geometry tests. Items on these tests are developed by bilingual, bi-literate California educators and test developers, and are written specifically to assess a student’s achievement of California’s content standards in reading/language arts and mathematics.
- The California Modified Assessment (“CMA”) is a grade-level test for students who have an IEP, are receiving grade-level instruction, and, even with interventions, will not achieve grade-level proficiency within the year covered by the student’s IEP. The purpose of the CMA test is to allow a student with disabilities a greater opportunity to demonstrate achievement of the California content standards in English-language arts, mathematics, and science. Eligible students in Grades 6-7 will complete a writing assessment as part of the CMA English-language arts test.
- The California Alternate Performance Assessment (“CAPA”) is administered to students in Grades 6-11 with significant cognitive disabilities who are unable to take the CST or the CMA.

Early Assessment Program

The Early Assessment Program (“EAP”) developed in collaboration with the California Department of Education, the State Board of Education, and the California State University (“CSU”) system. The program is a voluntary assessment program designed to provide students in the eleventh grade early indicators for college-level English and mathematics readiness. Students who seek to enroll in a CSU or California Community College (“CCC”) complete the EAP Readiness for College English and Mathematics EAP Augmentation sections on their answer sheets during STAR testing. The EAP results are only released to the CSU or CCC through this process. By taking this assessment, students may be exempt from having to take an English and/or mathematics placement exam for the CSU or CCC system. It will be strongly encouraged that all juniors take this test.

College Placement Exams

Many colleges require placement exams in subjects such as English, reading, and mathematics to assess a student’s current skills to help determine appropriate placement in courses. A student who meets specific college requirements may be exempt from college placement exams. Student should contact individual colleges to determine placement exam policies and procedures.

ReadiStep – An 8th Grade Assessment

A low-cost eighth-grade assessment is available in order to help students on the College Readiness Pathway. College Board developed this exam as part of the integrated assessment system that includes the PSAT/NMSQT and SAT. These feedback tools help educators identify and close achievement gaps from middle school through high school to help all students graduate ready for the rigors of college. ReadStep helps identify the skills students need to develop, and it identifies students who are ready for more challenging course work.

California High School Exit Exam

California public school students must pass the California High School Exit Exam (“CAHSEE”) in order to receive a high school diploma. This graduation requirement was authorized by *California Education Code 60851*, and became state law in 1999. The purpose of the CAHSEE is to ensure that a student who graduates from high school can demonstrate grade-level competency in the state content standards for reading, writing, and mathematics. Tenth grade students have one opportunity to take the CAHSEE during the school year. Students in eleventh grade, who have not yet passed both parts of the exam, have two opportunities to take the test and twelfth grade students have five opportunities. Guajome Learning Center will send testing

notifications to all eligible students prior to each testing date.

California English Language Development Test

All students who indicate home language is other than English are administered the California English Language Development Test (“CELDT”) are tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. Guajome Learning Center will provide notification to all parents of Guajome Learning Center’s responsibility for CELDT administration and of CELDT results within 30 days of receiving results from Guajome Learning Center’s publisher. The CELDT shall be used to fulfill the requirements under the ESEA for annual English proficiency testing.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a program co-sponsored by the College Board and National Merit Scholarship Corporation. It is a standardized test that provides firsthand practice for the SAT, as it measures critical reading skills, math problem-solving skills, and writing skills. The PSAT will be an optional assessment (yet highly encouraged) for students in Grades 9 -11, and will be offered in October. Students must sign up and pay a registration fee for this test.

College Entrance Testing

Many colleges require entrance exams to measure and compare the student's ability with other students from different schools to college-level work. College exams are not the only criteria the school reviews for admission. Colleges also review the student's academic performance, submitted application with essays and recommendations, and the student's outside activities. However, the college entrance exam is a key measurement, so students are encouraged to prepare thoroughly in order to perform well.

There are two major college entrance exams. Students will be directed to check with each applicable college to see which exam(s) is required. Students will be encouraged to consider taking the ACT and/or SAT tests by the spring of the eleventh grade year. A student may repeat the tests to improve the scores for college eligibility. A student applying for admission to the fall term must take these tests no later than the fall of senior year, preferably earlier, to ensure that student’s application receives prompt and full consideration.

Other

Other assessments may include a Student Portfolio, the Armed Services Vocational Aptitude Battery (“ASVAB”), and various vocational assessments.

Additionally, Guajome Learning Center students will be required to participate in all applicable mandated school assessments, including but not limited to:

- Benchmark assessments
- Instructor assigned authentic assessments
- Instructor assigned comprehensive tests
- Pre and post assessments
- Service Learning Project
- Senior Graduation Portfolio
- Graduation exit outcomes

Guajome Learning Center will annually aggressively pursue its Academic Performance Index (“API”) growth target both school-wide and within identified sub groups, and achievement of Annual Yearly Progress (“AYP”) as defined by the California state law and applicable federal laws.

Reporting Student Progress

Progress reports will be provided for parents/guardians regarding student progress. Additionally, parents/guardians will be offered the opportunity to engage in parent/guardian, student, and teacher conferences. In order to support active and engaged dialogue between parents, on-going communication will be available through various means including but not limited to web page, home-to-school communiqués, scheduled meetings, and newsletters.

Transcript/Permanent Record

All students may request a transcript of their performance, which will be suitable for admission to higher educational institutions, post-secondary training, and/or transfer to another secondary school.

School Accountability Report Card

Guajome Learning Center will address required elements in and the production of the School Accountability Report Card (“SARC”).

Based upon indicators contained within the Guajome Learning Center SARC, an annual report summarizing student achievement will be organized and presented to the VUSD.

Inquiries

The Charter School will agree to and will submit to the right of the VUSD to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3 the Guajome Learning Center shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the VUSD, the County Office of Education, and the State Superintendent of Public Instruction.

ARTICLE III – GOVERNANCE

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

Founding Principle

The governance of Guajome Learning Center programs will be a working model of the mission of the school, serving all of its members as a significant learning tool. Thus, school governance will be an integral and essential component of the school's curriculum and its purpose as a learning organization.

Non-Profit Public Benefit Corporation

Guajome Learning Center will be operated as a California Nonprofit Public Benefit Corporation. The Guajome Learning Center will operate autonomously from the VUSD, with the exception of the supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(c), the VUSD shall not be liable for the debts and obligations of Guajome Learning Center, operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

General Governance Structure

The decision making-model that will be used throughout the governance structure will primarily be collaborative in nature. The intent will be inclusive; providing voice throughout the organization. The Board of Directors will have the final voice in all appropriate organizational policies. As to action by the Board of Directors, the vote will be taken in compliance with California Corporations Code, corporate bylaws, a conflict of interest code, the Political Reform Act, and any charter school specific conflict of interests regulations adopted by the State Board of Education.

The Guajome Learning Center Board of Directors

The Board of Directors of Guajome Learning Center will act as the Governing Board of the Guajome Learning Center Corporation in the manner described hereafter and will notice its meetings and conduct its affairs in accordance with the Brown Act. Guajome Learning Center will adopt and maintain a conflict of interest code in compliance with the Political Reform Act. The bylaws of the corporation will require compliance with such code, in addition to the requirements of the Corporations Code regarding the participation of "interested parties" in the financial transactions of the corporation.

In order to facilitate and support the mission of Guajome Learning Center, members of the Board of Directors will be committed to:

1. Embrace the mission of Guajome Learning Center;
2. Ensure implementation of long-term planning;
3. Ensure that students at Guajome Learning Center participate in educational programs aimed at stimulating high academic achievement in a safe, nurturing, and respectful learner-centered environment;
4. Ensure that Guajome Learning Center students will use "cutting edge" technology as a tool for problem solving;
5. Implement annual goals established by the Board;
6. Conduct annual self-assessment of the Board;

7. Identify and align appropriate resources and support for Guajome Learning Center educational goals, using collaborative processes, which will include selection and development of staff; seeking and establishing partnerships throughout the community; program development; and maximizing current income sources, as well as pursuing new income sources for identified priorities;
8. Determine expulsion of Guajome Learning Center students based on recommendation from administration and/or administrative hearing panel;
9. Act in the event of an emergency and/or public security;
10. Upon administrative request, serve as an advisory and/or hearing panel on various issues including but not limited to personnel and employment related issues;
11. Resolve issues involving existing or anticipated litigation; and
12. Resolve issues involving real-estate negotiations.

The Role of the Board of Directors of Guajome Learning Center

- Conduct Board meetings.
- Adopt annual budget priorities for operations and capital expenditures based upon the recommendations the Superintendent; and approve the annual budget.
- Adopt annual Board goals.
- Annual review of API, AYP, and overall student achievement.
- Establish and review annual goals for governance, financial organization, planning, and resource development.
- Direct the application for Charter renewal.
- Adopt policies, procedures, and guidelines for organization practices of the Charter School.
- Monitor and protect intellectual properties of Guajome Learning Center.
- Focus on recruitment, retention, and selection of Board members as indicated in the Guajome Learning Center and Bylaws.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which schools are established.

All Board meetings shall be held in compliance with the Brown Act.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to the appropriate individual duties with the exception of budget approval or revision, approval of the fiscal interim reports, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be outlined in Guajome Learning Center's charter and/or Bylaws.

Composition and Selection of the Board of Directors

Founding Principle

The central role of the Board of Directors of Guajome Learning Center will be to be the keepers of the mission of Guajome Learning Center. The Board will work to promote a shared vision among all members and stakeholders. The Board will continuously model that vision through its work, practices, and achievements. The Board of Directors will concern itself first and foremost with student achievement, what it can do to support and enhance that achievement, and how it can help build a sense of connectedness and community for each Guajome Learning Center student and stakeholder.

Overview

GPA will provide educational, administrative, and management services for Guajome Learning Center; therefore, a service agreement will be entered into by both parties (Guajome Learning Center and GPA). The services to be provided will include but not be limited to general administration, human resources and business services, technology services, and any other management and operational services that may be needed from time to time. The management team of GPA will also serve as the management team for Guajome Learning Center. Accordingly, the Superintendent of GPA will serve as Superintendent for the Guajome Learning Center per the language of this charter.

Board Composition

At its option, the VUSD shall have the ability to appoint one (1) Director to the Board of Guajome Learning Center. Should the District fail to appoint such a Director, the Board's President may appoint a Director to represent the District, but any such appointed Director shall serve on the Guajome Learning Center Board at the VUSD's pleasure. The term of the VUSD Director will be three (3) years.

The Board will consist of a minimum of three and maximum of five voting Directors. Guajome Learning Center will have Board approved Bylaws which will set forth the requirements for composition, selection, and term requirements of the Guajome Learning Center Board of Directors. The Guajome Learning Center Bylaws incorporated herein are referenced except to the extent that they conflict with this Charter, in which case the Charter terms prevail. The Bylaws will delineate roles and expectations of the Board of Directors.

Management Services - Superintendent

The Superintendent will carry out the duties described in this Charter and will promote financial well-being and resources of Guajome Learning Center.

The Superintendent central governance role will be to:

1. Act as advisor to the Guajome Learning Center Board of Directors.
2. Support, monitor, review, teach, learn, confront, resolve, mediate, and arbitrate so that the decisions and resulting activities of the Guajome Learning Center's programs, as a whole, are aligned with and accountable to the purpose, vision, mission, principles, student achievement standards, school performance goals, and the overall spirit of Guajome Learning Center as described throughout this Charter, and in any subsequent policies and decisions adopted by the Guajome Learning Center Board of Directors.
3. Be responsible for ensuring the sound financial and legal operation of Guajome Learning Center.
4. Be responsible for providing annual and requested reports to the VUSD.

The Superintendent will have the authority, through the Guajome Learning Center Board of Directors, to

organize the financial, legal, personnel, and administrative services necessary to carrying out the various programs essential to Guajome Learning Center. Authority shall include, but not be limited to contracts; rents; leases; receipts and payment of receipts; conflict resolution in all operational matters including personnel matters; administrative hearings of student dismissals; complaints against employees; Memorandums of Agreement or Understanding with other agencies; and such other ordinary and necessary authority essential to the functioning of the school. The Superintendent will be accountable to the Guajome Learning Center Board of Directors and/or other Charter agencies, as described in this Charter.

The scope and authority of the Superintendent's position will be consistent with the responsibilities outlined in this Governance Article, Article VI, Administration, and this Charter in general, and any subsequent policies adopted by the Guajome Learning Center Board of Directors.

The Superintendent is expected to be an advocate of the Charter School movement and specifically, support all programs of Guajome Learning Center, Inc.

Parent Engagement

Parents are a critical voice in the direction and engagement of Guajome Learning Center's mission. A Parent Leader Advisory Team (P-LAT) will be established to maintain and support the voice, mission and culture of Guajome Learning Center. P-LAT will meet minimally on a quarterly basis in order to perform the following roles:

1. Develop and communicate practices and procedures that support the mission of Guajome Learning Center.
2. To provide input on a variety of school related topics such as but not limited to general services, curriculum, text adoptions, school culture and climate, enrichment programs and offerings, communication, and organizational accountability.
3. To meet annually with the leadership team and/or Superintendent to understand and address the mission of Guajome Learning Center and communicate these goals to the general parent population.

ARTICLE IV – STUDENTS

Founding Principle

The students of Guajome Learning Center will be the most important clients. Respecting the humanity and dignity of each student, will be a mandate to all Guajome Learning Center members. This will include, but may not be limited to, the diversity of ethnic, racial, and national origins, as well as religious and cultural beliefs and practices. Guajome Learning Center will cooperate and collaborate with families to build a relationship of trust.

Overview

GPA administration, including general leadership and management team, will provide student and learning support services for Guajome Learning Center as determined by the Charter, MOU, and under the directions and delegations of the Superintendent and Governing Board.

Admissions Requirements

Governing Law: Admission Requirements, if applicable. -- Education Code Section 47605(b)(5)(H)

Students interested in attending Guajome Learning Center will be required to complete an information survey for admission and submit all completed forms to Guajome Learning Center by published deadline dates. All new students and parents will be required to attend a designated orientation meeting prior to final enrollment at Guajome Learning Center. Failure to attend orientation will result in the student losing their placement and priority status when enrolling into Guajome Learning Center.

Admissions Process

Admission to Guajome Learning Center is open to all California students who wish to enroll, subject only to capacity. In the event that the number of applicants to Guajome Learning Center exceeds the number of available openings in one or more Guajome Learning Center programs in any given year, enrollment, except for existing Guajome Learning Center students, will be determined by a random public drawing, which will be conducted in the following manner:

- Applications will be accepted from the beginning of September for the following school year.
- All incoming applications received from September until the end of March will be collected, date stamped and numbered.
- At the end of the application collection period, if there are more applicants in a program of Guajome Learning Center than capacity, the applicants will be entered into a random public drawing, which will take place on a specified and publicized day in April.
- A Guajome Learning Center administrator and Board member will conduct the random public drawing.
- Applications will be drawn at random to fill school capacity.
- Once capacity is reached, all applications will continue to be drawn and placed on a waiting list in the order that they were drawn.
- The following categories of applicants will be given preference in the public random drawing:
 - Siblings of students already admitted to, attending, and/or who attended Guajome Learning Center previously
 - Students of Guajome Learning Center teachers and staff
 - VUSD residents
 - Guajome partnership schools
 - All other applicants

Continuing students, who are eligible for re-enrollment will receive automatic enrollment for the next school year.

Racial and Ethnic Balance

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

Guajome Learning Center will make every effort to achieve a racial and ethnic balance among its students that is reflective of the racial and ethnic balance of the student population enrolled in Grades K-12 in the VUSD.

Guajome Learning Center will implement a student recruitment strategy including, but may not necessarily be limited to:

1. An enrollment process will be scheduled and adopted to include a timeline that will allow for a broad-based recruiting and application process.
2. The development of promotional and informational material that will appeal to various racial and ethnic groups.
3. The distribution of promotional and informational materials will include a broad variety of community groups represented in the District.
4. Application and enrollment forms will be made available in English and Spanish.

Student Discipline

Guajome Learning Center Board will approve student discipline procedures including the suspension, dismissal, and expulsion policies and procedures in order to promote learning and protect the safety and well being of all students at Guajome Learning Center. When the policies and procedures are violated, it may be necessary to suspend, dismiss, and/or expel a student from regular classroom instruction. The policies and procedures will serve as Guajome Learning Center's student discipline guidelines, which may be amended, based on Board adopted policies and mandatory regulations. The Guajome Learning Center discipline policies and procedures will be printed and distributed as part of the Student Handbook and will clearly describe student expectations. Guajome Learning Center staff and GPA's management staff as directed by the Superintendent will enforce disciplinary rules and procedures fairly and consistently among all students.

Suspension and Expulsion

The Guajome Learning Center Board will approve Student Suspension and Expulsion Policy and Administrative Procedures in order to establish a guideline for suspension and/or expulsion of a student. The purpose of the policy will be to promote learning and protect the safety and well being of all Guajome Learning Center students. When the policy is violated, it may be necessary to suspend and/or expel a student from regular classroom instruction and/or Guajome Learning Center. The student suspension/expulsion guidelines will serve as Guajome Learning Center's Policy.

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

Discipline will include but will not be limited to advising and counseling students, conferring with parents/guardians, detention, non-compliance action, suspension, and expulsion.

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

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

Attendance Alternatives

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

No student shall be required to attend Guajome Learning Center. Students who opt not to attend the Guajome Learning Center school may attend their school of attendance within district of residence or other district schools or pursue an inter-district transfer in accordance with existing enrollment requirements of a public education setting. Students may submit transfer requests to a district school in accordance with the school district transfer policies.

Students who opt not to attend Guajome Learning Center may pursue their education in other appropriate public education settings (public high school, continuation school, adult education program) within their area of residence.

Health and Safety of Students

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

Guajome Learning Center views health and safety of students and procedures for ensuring such to be an important component of the curriculum, instruction, and governance of the school, requiring the involvement and responsibility of all members in knowing and applying what is current practice in effective and economical risk management.

1. Facilities used by Guajome Learning Center will meet appropriate health and safety standards as outlined under Article VI of the charter; reasonable and prudent efforts will be made to ensure the

- physical security of school grounds.
2. Immunization requirements for students in public schools and other public health standards will be observed.
 3. The safety of support services, such as food services and maintenance, will meet public health and safety standards.
 4. As specified in state law, applicable employees will be required to satisfy health and safety requirements of Article IV; Students, which include criminal record summary requirements (including fingerprinting requirements) described in Education Code Section 44237 and 45125.1.

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety and risk management procedures at Guajome Learning Center in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies and/or procedures of Guajome Learning Center:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code 44237 and 45125.1. A Guajome Learning Center Administrator shall monitor compliance with this procedure.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

All Guajome Learning Center employees will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. Employees will be required to renew such test every four years.

Immunizations

All students enrolled will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

Guajome Learning Center will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. Guajome Learning Center will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Emergency Preparedness

Guajome Learning Center shall adhere to an Emergency Procedures/Preparedness Handbook created specifically for the needs of the Charter School in conjunction with law enforcement and the Fire Marshall. This handbook will include, but will not be limited to the following responses: natural disaster including fire and earthquake, hostile act, bomb threat, and intruder situations.

Blood Borne Pathogens

Guajome Learning Center shall meet state and federal standards for dealing with blood-borne pathogens and

other potentially infectious materials in the workplace. An infectious control plan will be designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Drug Free/Alcohol Free/Smoke Free Environment

Guajome Learning Center shall function as a drug, alcohol, and tobacco free workplace.

Facility Safety

Guajome Learning Center shall utilize facilities that are compliant with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School will test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Guajome Learning Center will conduct fire and/emergency drills monthly and maintain appropriate documentation of such drills.

Comprehensive Sexual Harassment Policies and Procedures

Guajome Learning Center is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Guajome Learning Center will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School.

Injury and Illness Prevention Program

(Senate Bill 198) Guajome Learning Center will maintain an Injury and Illness Prevention Program, which will comply with Cal/OSHA, general industry safety orders, California Code of Regulations, Title 8; Section 3203. Each employee will be provided with written material on health and safety procedures during the pre-employment process and on-going mandated training will be provided throughout each school year. The full program will be available on request to all employees or their designated representatives, Cal/OSHA personnel and other authorized persons as required by California law. The program will be designed to prevent injuries, illness, and accidents in the workplace. The primary purpose of the program will be to ensure the safety and health of all Guajome Learning Center employees as well as other personnel under Guajome Learning Center supervision.

ARTICLE V - EMPLOYEES

Founding Principle

Employee Roles – At Guajome Learning Center, teaching will be viewed as the foundation of the learning cycle for every learner. To that end, and to the greatest extent possible, all employees of Guajome Learning Center will support excellence in the task of teaching learners and be given opportunities to develop and master their craft. An overriding goal of Guajome Learning Center will be to be a continuous learning organization in order to successfully involve employees, students, and community. To that end, the employees will have multiple opportunities to interact with students, community, and each other to create an enriching learning environment inside and outside of the classroom. Guajome Learning Center shall comply with the requirements of the ESEA, to the extent applicable by law.

Founding Principle

Employee Status – Guajome Learning Center staff will include certificated, classified and support personnel. The status of all Guajome Learning Center employees will be governed by Guajome Learning Center policies and procedures as will be documented in the Guajome Learning Center Employee Handbook, and applicable MOU's with GPA. Said policies and procedures will be maintained in accordance with applicable state and federal law, and when applicable, the Education Code.

Overview

GPA administration, including general leadership and management team, will provide personnel services for Guajome Learning Center as directed by all applicable understandings and MOU's under the direction of the Superintendent.

Qualifications for Employment

Governing Law: The qualifications to be met by individuals to be employed by the School. -- California Education Code Section 47605(b)(5)(E)

All Guajome Learning Center Employees

All persons employed by Guajome Learning Center shall evidence working knowledge of, demonstrated skill in, and a commitment to, the mission and founding principles contained in this Charter as applicable to the subject matter, tasks, and skills of their respective positions.

Teacher Certification

For core subject certificated and instructional positions, such evidence may include, but not be limited to a professional portfolio, a resume, and 'highly qualified' teacher certification.

Guajome Learning Center shall comply with the highly qualified requirements of the ESEA. Accordingly, a teacher of core and college preparatory subjects must have:

- A bachelor's degree
- An appropriate state of California teaching credential, an Intern Credential, or a Temporary County Certificate
- Demonstration of academic subject matter competence

- A CLAD or equivalent certificate or in the process of obtaining CLAD or equivalent certification.

The Charter School shall comply with Education Code Section 47605(l), which states in pertinent part: “Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing 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 chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.” Guajome Learning Center will exercise flexibility with regard to non-core, non-college preparatory classes per this regulation.

Classified/Support Employees

Classified employees shall evidence working knowledge and demonstrated skill in the performance of the required duties specific to applicable position(s) and according to applicable job description(s).

Job Descriptions

Guajome Learning Center will maintain job descriptions for all Guajome Learning Center employees. Job descriptions will be reviewed and updated as needed. Job descriptions will be available upon request.

Eligibility for Employment

Prospective employees’ pre-employment requirements, which will determine eligibility for employment with Guajome Learning Center, will include but may not be limited to the following:

1. Criminal Background Check: Employees of Guajome Learning Center will be required to submit to a criminal background check and complete a criminal record summary as required by Education Code 44237 and 45125.1.
2. Employment Eligibility Verification Document: Verification of the right to work in the U.S. is required by the Federal Government (I-9).
3. Freedom from Tuberculosis: Verification of freedom from tuberculosis will be required upon employment, and will be maintained by Guajome Learning Center.
4. Oath or Affirmation of Allegiance: A signed Oath of Allegiance will be required of all California public employees. The primary purpose is to ensure that the employee will serve as a disaster service worker in a major disaster.
5. Drug Screening: All employees will be required to pass a pre-employment drug screening.

Employees who meet these criteria satisfactorily will be eligible for employment with Guajome Learning Center. Guajome Learning Center will be an equal opportunity employer and will not discriminate on the basis of age, race/color, disability, national origin, religion, sex/gender, sexual orientation, or any other basis protected by federal, state, or local law, ordinance or regulation, and its educational program(s) or employment.

Exclusive Public School Employer

Governing law: A declaration whether or not the Charter School shall be deemed the exclusive public school

employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. -- California Education Code Section 47605(b)(5)(O)

With respect to all Guajome Learning Center employees, Guajome Learning Center will be the exclusive public school employer, within the meaning of the Educational Employment relations Act, California Government Code section 3540.

Founding Guajome Learning Center staff that elected to transfer from Guajome Park Academy (“GPA”) and who have been identified as permanent GPA staff will have the right of return to GPA, as long as they are in good standing and have met expectations during their annual evaluations.

Employment Agreements

Contracted employees working at Guajome Learning Center will be provided an employment agreement. The employment agreement will include but may not be limited to the following:

- Statutory provisions relating to charter law
- Employment terms and conditions
- Position description
- Employee status
- Right of return (if applicable)
- Agreement to adhere to Guajome Learning Center personnel policies and procedures
- Proprietary property provision
- Intellectual property provision
- Applicable general provisions

Guajome Learning Center will also employ at-will employees, which may be a contracted position.

Salaries, Benefits, and Policies

Employees of Guajome Learning Center will be the employees of Guajome Learning Center exclusively, and shall accrue benefits and employee rights, including due process, with Guajome Learning Center. It is the intent of Guajome Learning Center that employees of Guajome Learning Center shall receive competitive compensation and benefits. Benefits will include the health and welfare plan and leave provisions. The comprehensive benefit package will be approved and provided by the Guajome Learning Center Board of Directors. In the event that any employee group becomes represented by an exclusive representative, wages and other terms and conditions of employment will be determined in accordance with the law regarding the collective bargaining process.

Employees of Guajome Learning Center will be eligible for a package of benefits applicable to their status and position as determined by Guajome Learning Center. Said benefit package may include but not be limited to health care, paid leave, and a retirement plan. Benefit packages will be established and updated as

agreed upon by the Guajome Learning Center Board of Directors and will be incorporated by reference in employment appointments.

Policies governing employment will be maintained in the Guajome Learning Center Employee Handbook, Board policies, employee agreements, and other applicable documents. Adherence to said policies by employees will be signified in individual employment contracts.

Retirement Programs

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

Guajome Learning Center will participate in the State Teachers' Retirement System (STRS) and California Public Employees Retirement System (CalPERS) for certificated and classified staff respectively. All eligible certificated and classified employees will participate in the applicable retirement program. Guajome Learning Center and each eligible certificated member will make contributions to STRS; and this retirement contribution will be in lieu of participation in the Federal Social Security program. Employee and employer contributions will be made to CalPERS for each eligible classified employee. As the employer, Guajome Learning Center's obligation will include contributions to CalPERS for eligible classified employees, and contributions to the Federal Social Security program on behalf of all classified employees. All contributions (STRS, CalPERS, and Federal Social Security) will be based on mandated percentages of each employee's salary.

Employee Actions

The actions of all Guajome Learning Center employees will be governed by Guajome Learning Center policies and procedures to be documented in the Guajome Learning Center Employee Handbook, Board policies, and other applicable documents. Said policies and procedures will be maintained in accordance with applicable state and federal law.

In addition to the above-mentioned documents, certificated and classified employee actions will be governed in individual employment agreements.

Liability Insurance

Guajome Learning Center will provide liability insurance, which is described in Article VI; Insurance.

Workers Compensation Insurance

Guajome Learning Center will maintain workers compensation coverage for all personnel employed on the premises during the term of the agreement when said personnel is employed by Guajome Learning Center; or, if workers compensation coverage is supplied by persons or entities other than Guajome Learning Center, appropriate coverage shall be provided in the amounts required by law.

Rights of VUSD Employees to Return to the District

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

Employee Status

There is a joint and unseverable commitment on the part of the VUSD Board of Trustees and the Guajome Learning Center Board of Directors that no employee of the VUSD shall be disadvantaged in his/her employee status with the District if he or she leaves the employment of the District for employment with Guajome Learning Center.

Professional Conduct

A professional Code of Ethics will be maintained by Guajome Learning Center and updated as needed. The following Code of Ethics is currently enforced:

Commitment to the Teaching Profession and to Guajome Learning Center

1. Model professional behavior at all times. Dress, speak, and act accordingly, as this reflects both organizational and personal credibility.
2. Show respect for all Guajome Learning Center staff. Do not speak negatively about students, staff, or stakeholders.
3. Reflect professional loyalty to Guajome Learning Center and administration.
4. Show respect for diversity of viewpoints among colleagues.
5. Encourage and support colleagues to build and maintain excellence, accountability, and high standards.
6. Share expertise, knowledge, and resources with other Guajome Learning Center team members.
7. Continue to develop as a professional educator.
8. Follow all school policies including but not limited to; documentation regarding grading, attendance, record keeping, and other general responsibilities as indicated.
9. Be consistent and timely in the execution of all school policies, procedures, and duties.

Commitment to Students/Parents

10. Create and maintain safe and effective learning environments for students.
11. Effectively organize and present subject matter for student learning.
12. Provide standards based curriculum and assessments.
13. Regularly communicate with and inform parents/guardians of student progress.
14. Effectively design, plan, and provide differentiated instruction to all students which reflect innovation and inspiration.
15. Engage and support *all* students in learning.
16. Systematically evaluate student achievement/performance using a variety of assessment strategies and methodologies.
17. Provide tutorial assistance/instruction when appropriate.
18. Show respect for all Guajome Learning Center students and parents.
19. Support and encourage exemplary student academic and behavioral achievement and expectations.
20. Assist in providing a safe learning environment for all students.
21. Do not project personal values on others. Recognize and respect the rights and individuality of each student and parent.
22. Recognize that a privileged relationship with students exists. Refrain from exploiting that relationship for personal, emotional, and/or ideological gain.
23. As a teaching professional, you are not a counselor. Carefully consider giving advice on personal issues.
24. Student confidentiality must be maintained at all times.
25. Do not challenge a parent or student. Simply state the policy or procedure and if they have concerns, refer them to administration.

26. Always arrive to class/appointments on time and be prepared.
27. Immediately report all incidents of concern to administration.

Recommended Best Practices

1. Make available duty day times and office hours.
2. Post your daily agenda and learning goals for students on your whiteboard.
3. On an on-going basis, communicate the California State Standards that you are covering throughout your units.
4. Use the California Standards for the Teaching Profession as a framework for planning and instruction.
5. Use *Zoom*, CST blue prints, and other general data and research to support and target instructional practice.
6. Be prepared and informed — anticipate questions and problems.
7. Clearly communicate expectations to your students/parents.
8. Integrate technology into all courses of study.
9. Keep a personal calendar of your appointments and a personal log to document applicable information and student/parent concerns and conversations.
10. Regularly communicate with parent/guardian on student achievement and general progress.
11. Return all phone calls and/or email communications in a timely manner.
12. Be an educational resource for the parent and student.
13. Always follow-up on commitments, promises, and obligations.
14. Keep abreast of current educational practices, trends, and research.

Guajome Learning Center instructors will engage and support all students in learning.

Instructors build on students' prior knowledge, life experience, and interests, using a variety of strategies and resources to achieve learning goals for all students. Instructors actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Instructors assist all students to become self-directed learners who demonstrate, articulate, and evaluate what they learn.

Performance Indicator	Data Collection Method
Facilitate student learning experiences that address content and technology standards.	Administrative observation Self-reflective evaluation Sample lesson plans Curriculum Mapping Portfolio Standards-based course syllabus Graduation Portfolio Rubric scores CST and Student Achievement Data
Use learner-centered strategies that address the diverse needs of students.	
Manage student learning activities in a technology-enhanced environment.	

Guajome Learning Center instructors will create and maintain effective environments for student learning.

Instructors maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Instructors engage all students in purposeful learning activities, making effective use of instructional time and encouraging constructive interactions. Behavior and performance expectations are established early, clearly understood, and consistently maintained.

Performance Indicator	Data Collection Method
Interact positively and effectively with students.	Survey Administrative review Self-reflective evaluation Class policies Standards-based syllabus
Maintain a high and consistent standard for student behavior.	
Proactively communicate policies, expectations and student performance information to parents, and students.	

Guajome Learning Center instructors will understand and organize subject matter for student learning.

Instructors exhibit knowledge of subject matter, organizing material to facilitate students' understanding of the central themes, concepts, and skills. Instructors inter-relate ideas and information within and across curricular areas to extend students' understanding and make subject matter accessible to all students.

Performance Indicator	Data Collection Method
Exhibit a strong working knowledge of content, student development and instructional practices.	Staff development records Administrative observation Self-reflective evaluation Sample lesson plans Standards-based syllabus Curriculum Mapping Portfolio Professional development participation Student achievement data
Apply current research on teaching and learning to plan learning environments and experiences.	
Identify and locate technology resources and evaluate their suitability.	

Guajome Learning Center instructors will plan instruction and design learning experiences for all students.

Instructors prepare instruction that draws on and values students' backgrounds, prior knowledge, and interests, establishing challenging learning goals for all students. Subject matter is sequenced to reflect grade-level curriculum expectations, and includes a variety of instructional strategies.

Performance Indicator	Data Collection Method
Provide a meaningful and relevant standards-based curriculum.	Standards-based syllabus Curriculum Mapping Portfolio Sample lesson plans Unit develop based on Understand by Design models Differentiation Strategies and resources Administrative observation Self-reflective evaluation
Prepare lessons to develop students' higher order skills and creativity.	
Design learning activities that support the diverse needs of students through the appropriate use of technology.	

Guajome Learning Center instructors will assess student learning.

Instructors use information from a variety of ongoing assessments to plan and adjust learning opportunities to promote academic achievement and personal growth for all students. Instructors exchange information about student learning with students

Performance Indicator	Data Collection Method
Maintain a high and consistent standard for student academic performance.	Class policies Standards-based syllabus Course Rubrics Survey Benchmark assessments Student Achievement data analyses and application
Hold students accountable for performance-based educational outcomes.	
Systematically evaluate student achievement/performance with a variety of assessment tools.	

Guajome Learning Center instructors will develop as a professional educator.

Instructors reflect on their teaching practices and actively engage in planning their professional development by establishing their own learning goals, and by pursuing opportunities to develop knowledge and skill. Instructors maintain balance among their professional responsibilities.

Performance Indicator	Data Collection Method
Actively participate in professional development to increase their knowledge, skills and effectiveness.	Staff development records Self-reflective evaluation CTAP Assessment Sample lesson plans CLRN account Administrative reports Credentialing records Curriculum Mapping Portfolio
Increase the integration technology and information literacy skills into their instructional practices.	
Comply with Guajome Learning Center policies, procedures and timelines.	

ARTICLE VI - ADMINISTRATION/FINANCE/FACILITIES

Founding Principle:

The administration of GPA, including its general leadership and management team, under the direction of the Superintendent, will serve as administration, general leadership, and management of Guajome Learning Center. The administration, general leadership, financial organization, and facility management will be a working model of the mission and educational program of Guajome Learning Center, serving all the members as a laboratory of democratic principles in action, financial independence with full accountability, systems analysis, and organizational learning. Thus, school administration, finance management, and facilities management will be an integral and essential component of the school's curriculum and its purpose as a learning organization.

Financial Organization and Management

Appendix A : Multi-Year Projection

The information provided below, summarizes the assumptions by which the financial documents will be created.

Funding and Revenue Sources

Guajome Learning Center will receive funds from the state, pursuant to Education Code Section 47651(a)(1). Guajome Learning Center will receive those funds and apportionment directly from the California Department of Education ("CDE") in accordance with Education Code 47630. seq., which includes:

1. General Purpose Block Grant. The full amount is funded for each unit of regular average daily attendance ("ADA") at Guajome Learning Center multiplied by the charter school funding rate determined by the CDE. This calculation is made in accordance with state guidelines for charter schools and the provision of Education Code 47612 (a).
2. In Lieu Property Tax from VUSD as appropriate.
3. Charter School Categorical Block Grant based on current fiscal year ADA at Guajome Learning Center multiplied by the charter school funding rate set by CDE.
4. Private and public grants, gifts, and other allocations of dollars, equipment and/or services specifically awarded, designated, and/or directed to Guajome Learning Center.
5. The full amount of any funds which may be appropriated by state or federal law to which students of Guajome Learning Center would otherwise be entitled. This will include all funds outside the categorical block grant. Where such funds are allocated on a per student, per ADA, or other formula basis, the allocation to Guajome Learning Center, is determined by that formula. Where the allocation is made on a program basis, the allocation to Guajome Learning Center is determined by that formula. Where the allocation is awarded on a competitive application basis, Guajome Learning Center is funded the full amount of the funds.

Annual Budgeting of Estimated Revenues

The GPA Superintendent or designee, serving in the position of Superintendent or designee for Guajome Learning Center, will prepare at the direction of the Guajome Learning Center Board of Directors:

- An annual budget of estimated revenues related to the above funding sources. This annual estimated budget will be submitted for approval, prior to the new fiscal year beginning on July 1 of each year.

Guajome Learning Center shall reserve within its budget a minimum of one percent (1%) of Guajome Learning Center's revenue received, for payment to the VUSD for general oversight. Guajome Learning Center shall reserve within its budget a minimum of two percent (2%) of Guajome Learning Center's revenue received, for payment to the VUSD for facilities charge, if applicable. These revenues shall be defined as those provided through the charter school general-purpose entitlement and categorical block grant. Guajome Learning Center and VUSD agree that the annual oversight costs to Guajome Learning Center will be actual costs of supervisory oversight up to a maximum of one percent (1%) of Guajome Learning Center's revenues as required by Education Code 47613(f). If applicable, Guajome Learning Center will also pay VUSD an additional mutually agreed upon facilities charge of two percent (2%) of Guajome Learning Center revenue. The combined general oversight fee and facilities charge (if applicable) will not exceed a total of three percent (3%).

Annual Budgeting for Revenues and Expenditures

The annual budget for revenues and expenditures will be prepared and presented to the Guajome Learning Center Board of Directors for adoption consistent with the general timelines and requirements related to school budgets in the state of California. The budget must reflect annual budget adopted by the Guajome Learning Center Board of Directors and must accommodate any adjustments or revisions required as a result of the annual audit. The Guajome Learning Center shall be responsible for providing the VUSD with all reports and data necessary to meet county and state financial requirements.

General Financial Provisions

The annual budget of Guajome Learning Center will be reviewed and approved by the Guajome Learning Center Board of Directors. The purpose will be to ensure that the underlying revenue and expenditure assumptions are reasonable, the budget is balanced, and adequate reserves are provided for unexpected emergencies.

Guajome Learning Center will provide to the VUSD and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows; and will provide additional fiscal reports as requested by the VUSD:

- On or before July 1, a preliminary budget.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

Independent Fiscal Audit

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

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The Guajome Learning Center Superintendent or designee will select and contract with an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. To the extent required under applicable state law, the audit scope will include items and processes specified in the California Audit Guide for Charter Schools.

It is anticipated that the annual audit will be completed within five months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the VUSD, the County Superintendent of Schools, the State Controller, and to the CDE by December 15 of each year. The Superintendent or designee will review any audit exceptions or deficiencies and report to the Guajome Learning Center Board of Directors with recommendations on how to resolve them.

The Superintendent or designee and staff will organize and implement an appropriate and adequate response to all findings in the auditor's report. The findings, and management's response, must be reviewed and approved by the Guajome Learning Center Board of Directors. Copies of the reports will be submitted to the VUSD Board of Trustees or such other agent designated by the VUSD Trustees. Guajome Learning Center will provide VUSD an action plan with corresponding implementation dates for all audit exceptions and deficiencies.

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

Financial Impact from New Laws

Guajome Learning Center will maintain sufficient reserves in its account to successfully meet its financial obligations, in the event that newly passed legislation negatively impacts its revenue. Guajome Learning Center assumes responsibility for modifying programs and services in response to new laws applicable to charter schools. Guajome Learning Center will provide, at the request of the VUSD, information on funding and program changes resulting from such new laws.

Facilities

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605(G). A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district (Education Code Section 47605(a)(1)).

Charter School Facilities

Proposition 39, § 6 and Education Code section 47614 (Prop. 39) require school districts to provide charter schools with reasonably equivalent school facilities to operate charter school educational programs. Guajome Learning Center administrative offices will be located on the GPA campus. Guajome Learning Center will be included as an extension of GPA facilities understandings, and operating expectations and the agreements therein.

Other Facilities

Guajome Learning Center may lease other facilities essential to the operation of its programs compliant with charter law. Facilities shall comply with Education Code Section 47610 (d)

Insurance

Guajome Learning Center will procure, pay for, and keep in full force and effect insurance as outlined in this section.

- a. Property Insurance:** Guajome Learning Center will secure property insurance to address casualty needs, including fire and other hazards with replacement costs coverage for all assets. Guajome Learning Center will secure property coverage with a minimum policy limit of replacement costs of Guajome Learning Center assets. Guajome Learning Center will provide the VUSD with a certificate of said insurance that meets these requirements of property insurance each year by January 15. The insurance policies procured in accordance with this Section will include the following: (1) a clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to VUSD stating date of cancellation or reduction. Date of cancellation or reduction may not be less than thirty (30) calendar days after date of mailing notice;" (2) the language will state in particular those insured, extent of insurance, locations and operations to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period; and (3) a statement that the District and its officers, employees and agents are named as additional insured's under this policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by the District. (This requires the production of an additional insured endorsement; a certificate of insurance containing reference to the endorsement will not be accepted in lieu of the actual endorsement).
- b. General Liability:** Guajome Learning Center will purchase and hold general liability insurance in the amount of at least \$1 million per occurrence, \$3 million aggregate with a \$10 million umbrella, occurrence based, providing coverage for, among other things negligence and educator's legal liability for Guajome Learning Center and the Charter School's Board, officers, agents, and employees. The deductible/occurrence for said insurance will not exceed \$10,000 for any and all losses. Guajome Learning Center shall purchase liability insurance in the amount of at least \$1 million/\$2 million providing coverage for abuse and molestation. Guajome Learning

Center will purchase Directors and Officers liability insurance in the amount of at least \$1 million providing coverage of losses resulting from negligence and employment practices liability of Guajome Learning Center and Charter School's Board, officers, agents, and employees. The deductible/occurrence for said insurance will not exceed \$10,000 for any and all losses resulting from negligence, errors and omissions of Guajome Learning Center and the Guajome Learning Center Board of Directors, officers, agents, and employees and a \$5,000 deductible for workplace violence and internet liability.

- c. **Automobile Liability Insurance:** Guajome Learning Center will maintain, Automobile Liability Insurance covering the use of all owned, non-owned and hired vehicles and with the following minimum limits of liability: Bodily Injury Liability – \$1,000,000 Combined Single Limit for Bodily Injury and/or Property Damage.

Amounts of coverage will be maintained at levels recommended by the VUSD'S insurance carrier, but at least at the levels listed in this section. Increases in coverage will not require an amendment to this Charter.

ARTICLE VII - TERM

Amendments to this Charter Agreement

The provisions of this charter may be materially revised with the majority approval of the Guajome Learning Center Board of Directors and the approval of the VUSD in accordance with Education Code Section 47607. A request for amendment may be presented by either agency and shall be noticed as a public meeting agenda item for the Guajome Learning Center Inc. Board of Directors in accordance with the Brown Act.

Procedures to Resolve Disputes

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

In the event that Guajome Learning Center or VUSD has disputes regarding the terms of this charter or any other issue regarding the school and the relationship between the two entities, both parties agree to follow the process outlined below.

In the event of a dispute between Guajome Learning Center and VUSD, the staff and the governing Board members of Guajome Learning Center and VUSD agree to first frame the issue in written format and refer the issue to the Superintendent of VUSD and to the Superintendent of Guajome Learning Center. In the event it is believed that the dispute relates to an issue that could lead to the revocation of the charter, this shall be specifically noted in the written dispute statement.

The Superintendent and VUSD Superintendent shall meet informally and confer in a timely fashion (no more than ten (10) school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify one governing Board member from their respective Boards who shall jointly meet with both Superintendents to attempt to resolve the dispute within five (5) school days of the informal meeting. If this joint meeting fails to resolve the dispute, the VUSD and Guajome Learning Center Superintendent shall jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendents, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Mediation shall be held within 40 school days from receipt of the dispute statement unless scheduling with the chosen mediator requires otherwise, or as otherwise agreed by the parties. If mediation fails, both parties will have the right to pursue any further legal relief allowed by law.

All timelines under this section may be agreed upon by the parties.

The VUSD Board ultimately retains all of its authority under the law to not renew or to revoke the charter as authorized by Education Code Section 47607 without first going through dispute resolution.

Revocation of the Agreement

The VUSD Board of Trustees with a majority vote may revoke this Charter to Guajome Learning Center if they determine, through due process, that a reason under Education Code Section 47607 exists.

Pursuant to Education Code Section 47607, prior to revocation, VUSD must notify Guajome Learning Center of any violation of Education Code Section 47607 and give Guajome Learning Center a reasonable opportunity to cure the violation, unless the VUSD Board determines in writing, that the violation constitutes a severe and imminent threat to the health and safety of pupils.

For the purposes of this Charter, due process shall include, but not be limited to:

1. At least thirty (30) day written notice of need to cure the violation.
1. A reasonable opportunity to correct the error or violation.
2. A written statement of the causes as provided in Education Code Section 47607 and known evidence supporting the causes for revocation.
3. A public hearing date specified for Guajome Learning Center Board of Directors/agents to respond to the causes and evidence presented in the written notice.

The term of the Charter is five (5) years.

From time to time, there may be changes in state or federal laws affecting the operations of Guajome Learning Center. Guajome Learning Center shall provide, upon request, a written explanation of Guajome Learning Center's plans to achieve compliance with such laws, including any changes, which may be required in the provisions of this charter. VUSD agrees to expeditiously consider any material changes in the charter that may be necessitated by changes in applicable laws.

School Closure

Governing Law: 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 school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. - Education Code Section 47605(b)(5)(P)

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

Closure of the Charter School will be documented by official action of the Charter School Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School Board will promptly notify parents and students of the Charter School, the VUSD, the county office, Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security) and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School Board will ensure that the notification to the Charter School parents and students of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School Board will also develop a list of students in each grade level and the classes each student has completed, together with information on the students' district(s) of residence, which will be provided to

the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The Charter School will ask the VUSD to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the county office to determine a suitable alternative location for storage.

All state assessment results, Special Education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

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

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

On closure of the Charter School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the School; and shall be distributed in accordance with the Articles of Incorporation, upon the dissolution of the nonprofit public benefit corporation, to another California public educational entity. Any assets acquired from the District or District property will be promptly returned to the District upon Charter School closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Charter School Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget included in this charter document, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Civil Liability Effect

Governing Law: Potential civil liability effects, if any, upon the school and upon the District -- Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the VUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate Bylaws of Guajome Learning Center will provide indemnification of the school's Board of Directors, officers, agents, and employees, and Guajome Learning Center purchases general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

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