

Denair Unified School District
Denair Elementary Charter Academy

**A California Public Charter
School**

Renewal Term July 1, 2020 – June 30, 2025

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**CHARTER OF THE DENAIR ELEMENTARY CHARTER ACADEMY
A CALIFORNIA PUBLIC CHARTER SCHOOL**

INTRODUCTION

Petitioners hereby submit the following petition to the Denair Unified School District Board of Trustees for the renewal of the Denair Elementary Charter Academy's (also referred to herein as "DECA" or "Charter School") Charter. DECA is a California charter school operated and governed by the Denair Unified School District (also referred to herein as "District" or "DUSD").

This renewal of DECA's Charter shall take effect upon approval of the District's Governing Board for a term of five (5) school years, commencing July 1, 2020, and continuing through June 30, 2025.

DECA shall continue to be operated by the District and authorized to serve students in grades TK-5.

Recognizing the need to remain academically competitive and establish a means for all students to continue excellence through innovative programs, DECA will continue to provide a comprehensive elementary school that includes a Common Core standards-based curriculum, integration of visual and performing arts, character development, cultural development and world/foreign language instruction. . In addition, students enrolled in DECA will have a well-defined experience with technology and college readiness.

DECA provides core instructional time to meet students' needs based on their academic levels. Students also have opportunities to become self-motivated, competent lifelong learners who will embrace the concept of student accountability. Additionally, enrichment experiences are delivered through Academic Adventures, which allows students to explore areas such as the arts, theater, sciences and technology.

DECA is a dynamic educational environment centered on quality teaching and learning, fostering excellence, accommodating diverse student populations and cultivating the social, emotional and physical growth of students. DECA establishes a home and school connection that encourages parents, guardians and families to be actively involved and engaged in their child's educational experience.

AFFIRMATIONS/ASSURANCES

Denair Elementary Charter Academy:

- 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(d)(1)]
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend DECA, 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 lottery process. [Ref. Education Code Section 47605(e)(2)(A)-(B)]
- Shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. [Ref. Education Code Section 47605(e)(1)]
- If a pupil is expelled or leaves DECA without completing the school year for any reason, DECA 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 report cards or a transcript of grades, and health information. [Ref. Education Code Section 47605(e)(3)]
- 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 1974, 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. [Ref. California Education Code Section 47605(1)]
- 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.

- 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)]
- Admission in DECA shall not be determined according to the place of residence of a pupil, or of his or her parent or guardian, within the state. [Ref. California Education Code Section 47605(e)(1)]
- Will follow any and all other federal, state, and local laws and regulations that apply to DECA including, but not limited to:
 - ❖ DECA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - ❖ DECA shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - ❖ DECA shall comply with any jurisdictional limitations to locations of its facilities.
 - ❖ DECA shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - ❖ DECA shall comply with all applicable portions of the Every Student Succeeds Act.
 - ❖ DECA shall comply with the Public Records Act.
 - ❖ DECA shall comply with the Family Educational Rights and Privacy Act.
 - ❖ DECA shall meet or exceed the legally required minimum of school days.

ELEMENT 1: Description of the Educational Program

"The educational program of the school, designed, among other things, to describe what the school intends to accomplish, 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 students to become self-motivated, competent and lifelong learners."
[Education Code 47605 (c)(5)(A)(i).]

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve these goals." [Educ. Code Section 47605(c)(5)(A)(ii).]

MISSION/VISION

Denair Elementary Charter Academy is dedicated to providing an equitable, innovative and engaging learning environment for all students with a multicultural and multilingual emphasis. We are a community that fosters positive relationships by promoting the growth of the whole student.

STUDENTS CHARTER SCHOOL PROPOSES TO SERVE:

Denair Elementary Charter Academy is located on District property at 3773 Madera Avenue, Denair, CA 95316. As a District operated elementary school, DECA will serve grades TK-5. The target student population of DECA will be reflective of the District's student population. Currently the District pupil demographics reflect the following diversity balance:

Filpino .1%	Asian 1.1%
Not Reported .2%	Two or More Races 2.3%
American Indian or Alaska Native .4%	White 44.1%
African American .9 %	Hispanic or Latino 50.8%

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21st CENTURY:

Educated people in the 21st century are academically proficient and have well developed communication skills. Technological skills and cross cultural competence prepare students to be immersed in the global community. Curiosity encourages their perseverance to be lifelong learners.

HOW LEARNING BEST OCCURS:

Students learn best when they are:

- Feeling safe in a positive environment that values them as learners, thinkers and complex people
- Given opportunities to think critically about their learning
- Exposed to activities that are meaningful and relevant to their lives and the real world
- In a setting where learning is rigorous and students have the confidence and support to engage in productive struggle
- Given many opportunities for divergent thinking where questioning and different perspectives broaden their thinking
- Learning is differentiated to meet the needs of all students
- Aware that the school-home-community connection is an important component of success
- In an environment in which there are high expectations for all stakeholders
- Exposed to and engaged in a variety of learning models and methods of problem solving
- Recognized as valuable contributing members of their school and larger community

EDUCATIONAL PROGRAM

Denair Elementary Charter Academy (DECA) is a dependent charter school of the Denair Unified School District for TK-5th grade students. DECA has two program options for families when enrolling.

Traditional Program (beginning in transitional kindergarten): Classroom instruction is provided in English. Students receive thirty to forty minutes of Spanish instruction two to three days per week in the Language Lab.

Dual Language Immersion Program (beginning in kindergarten): Classroom instruction is provided in Spanish for a specific percentage of the week. In kindergarten 90% of the week is in Spanish, and Spanish Language Arts instruction is provided rather than English Language Arts instruction. As students move through the grade levels the

percentage of Spanish instruction decreases while the percentage of English instruction increases until it becomes 50/50.

Some unique educational elements of DECA include, but are not limited to:

Multi Tiered Systems of Support (MTSS)

Response to Instruction (RTI)

Response to Instruction is implemented “as a practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.” (NASDSE, 2006)

Positive Behavioral Intervention and Supports (PBIS)

Positive Behavioral Intervention and Supports (PBIS) is used on campus. PBIS is a framework to establish behavioral expectations and supports to create a positive school climate in which all students achieve social and academic success. There are school wide rules and behavior expectations as well as an incentive system to reward students when the expectations are followed. Our creed is...

I am a DECA coyote, so I keep in mind...I am safe, responsible, respectful and kind. Go DECA!

Students earn “Coyote Cash” from staff for following behavior expectations. Students can then redeem their “Coyote Cash” in the “Coyote Cave” store.

Character Education

Character education is taught to help instill a positive school climate and a culture of kindness, making school a safe environment for all students to learn. Character traits taught include, but are not limited to, caring, trustworthiness, responsibility, citizenship, fairness and respect.

Academic Adventures

Beginning in first grade, students rotate through a variety of enrichments called “Academic Adventures.” Enrichments may include, but are not limited to, performing arts, plant science/horticulture, health and nutrition, art, technology, and engineering design.

Physical Education

DECA’s physical education program provides a variety of developmentally appropriate activities and games that help students understand the value of teamwork and good sportsmanship while developing gross motor skills and an understanding of the benefits of lifelong physical activity.

Enrichment Opportunities

DECA works to provide students with enrichment opportunities before, during and after school. Opportunities include, but are not limited to, Baile Academy, student council, safety patrol, Coyote Reading Circle, gardening, Big/Little Buddies, etc.

ASPECTS OF THE EDUCATIONAL PROGRAM

At DECA we:

- Maintain emotionally and physically safe learning environments
- See the development of foundational and academic literacy for all students as the highest priority in the school
- Engage students in authentic literacy practices across all content areas that focus on reading, writing, speaking and thinking
- Provide caring emotional support for all students to develop positive educational values
- Implement standards based instruction in all core areas
- Use materials and assessment practices that are aligned with the standards
- Provide differentiated instruction
- Provide opportunities for students to apply learning, knowledge and skills in relevant ways
- Engage students in tasks requiring complex reasoning, such as experiments, projects, art work, models, etc.
- Communicate with families about student experiences and progress

CURRICULUM

Curriculum adheres to state and district standards and meets the needs of a diverse learning population. Curriculum is designed to integrate with the social emotional learning and development of students. Curriculum in all content areas is demanding and relevant and is taught through a variety of research based strategies, such as, whole class instruction, small group instruction and productive group work. Adopted curriculum provides standards based, high quality instruction in all core academic areas.

FOREIGN LANGUAGE PROGRAMS

All students at DECA receive instruction in a foreign language (Spanish).

Language Lab

Students in the traditional program attend Spanish as a world language class in the Language Lab one to three times per week.

Language Lab Mission/Vision: Students will develop global competency in order to compete and cooperate in the twenty-first century and beyond. Students will engage in oral and written conversations, interpret written and spoken language as well as present to an audience of listeners and readers. Students will participate in communicative interactions that prepare for real-world language use and global citizenship. Students will actively use language to transmit meaning while responding to real situations. Students will develop awareness, knowledge and understanding of a variety of cultures from around the world.

Students in the dual language immersion program attend the Language Lab to work on non-transferrable reading foundational skills one to three times per week.

Dual Language Immersion

The three pillars/goals of Dual Language Immersion (DLI) are: biliteracy, bilingualism and cross cultural competence. The goal is for students to be bilingual (speak with the fluency rate of a native speaker) and biliterate (read and write) in Spanish and English as well as be culturally aware of multiple cultures.

In Dual Language Immersion classrooms, instruction is provided in Spanish for a specific percentage of the week. In kindergarten 90% of the week is in Spanish. As students move through the grade levels the percentage of Spanish instruction decreases while the percentage of English instruction increases until it becomes 50/50. See grade level percentages in the chart below.

Dual/Two-Way Immersion 90/10 Model:

Grade	Spanish	English
K	90%	10%
1st	80%	20%
2nd	70%	30%
3rd	60%	40%
4th	50%	50%
5th	50%	50%

In grades K-2 Spanish Language Arts instruction is provided rather than English Language Arts instruction. Students are learning reading foundational skills in Spanish. As students' progress through the grade levels they begin a transference of skills and begin to read in English.

In grades K-2 homeroom teachers must maintain the target language of Spanish while in the presence of their students. Teachers in grades 3-5 may speak English and Spanish during designated English and Spanish instructional blocks during the day.

PLAN FOR ENGLISH LEARNERS

The authorizing agent, Denair Unified School District, provides an English Language Development (ELD) Coordinator to assist with implementation and facilitation of English Language Development. Students will receive Designated and/or Integrated ELD in compliance with California requirements.

Home Language Survey

Parents/guardians will complete a home language survey upon initial enrollment of a student as part of the registration process.

English Language Proficiency Testing

All students who indicate that their home language is other-than-English are administered English Language Proficiency Assessment for California (ELPAC). DECA follows all California requirements regarding assessment, timelines, notification, etc.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH OR LOW ACHIEVING

All students at DECA have access to and engage in a rigorous, state standards-aligned curriculum. As part of our multi-tiered systems of support (MTSS) we use a variety of state and local assessments as well as teacher observation and parent input to identify students who are performing at significantly higher or lower levels than their peers.

High achieving students have opportunities to engage in academically rigorous tasks and projects that support their ongoing growth. It is important to note that high achieving students are not just given additional work. They are provided with challenges that expand the breadth and depth of the content being presented in class.

Low achieving students receive additional support that is targeted to their specific needs in a variety of settings. Tier one intervention is most often provided by the classroom teacher within the classroom. Students who are not successful with tier one intervention receive additional support known as tier two intervention, which may include push-in or pull-out support. Students are not successful with tier two interventions receive support that is more intensive (more frequent, in smaller groups, and/or longer in duration).

High quality instruction and tiered interventions are closely monitored by administration and an RTI coordinator. Teams of teachers hold regular meetings that include monitoring and adjusting instruction and interventions for students who are academically high or low achieving. Communication with parents about their child's academic achievement occurs throughout the year in parent conferences, SST meetings, report cards, and progress reports.

PLAN FOR STUDENTS WITH DISABILITIES

DECA shall comply with all applicable State and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Improvement Act ("IDEA").

DECA provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). DECA shall remain a public school of the District for purposes of Special Education pursuant to Education Code section 47641(b). As such, DECA's special education students shall be identified, assessed, and served in the same manner as any other student of the District in accordance with their individualized education plans ("IEPs") and applicable state and federal law, and District and SELPA policies. The District shall determine how the special education and related services are to be provided to the students attending DECA, and DECA shall comply with District policies and procedures with respect to the provision of special education and related services.

Section 504 of the Rehabilitation Act and Americans with Disabilities Act

The District shall ensure DECA's compliance with Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities Act ("ADA"). DECA shall comply with all applicable policies and procedures of the District related to identification, assessing, and serving students in accordance with Section 504.

The District facilities utilized by DECA shall be accessible for all students with disabilities in accordance with the ADA.

ANNUAL PROGRAM GOALS FOR ALL PUPILS AND FOR ALL PUPIL SUBGROUPS

The Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, the Charter School shall annually update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to the Stanislaus County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site, and posted on the DECA website homepage.

The Charter School will comply with all requirements pursuant to Education Code Section 47605(c)(5)(A)(ii), including developing annual goals, for all pupils schoolwide and for each subgroup of pupils as identified in California Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060. Please refer to the table in Element 2: Measurable Pupil Outcomes, for the school wide goals for relevant sub-groups and corresponding assessments. In order to reduce redundancy the table in Element 2 incorporates goals, actions, and measurable outcomes in a single table.

ATTENDANCE REQUIREMENTS/CALENDAR:

The Charter School student attendance policies shall be consistent with District approved policies to ensure that DECA students will comply with California compulsory attendance requirements. Such policies shall be set forth in the DECA Parent Handbook and shall include, but not be limited to, policies regarding student absences, tardies, make-up, etc.

DECA’s schedule of instructional time, including number of school days and instructional minutes, is as required by Education Code section 47612.5.

DECA follows the instructional calendar of the authorizing agency, Denair Unified School District, which recognizes the unique program at DECA.

DECA Schedule

Monday-Thursday

Grades TK-5 begin at 8:00 a.m. Transitional kindergarten and kindergarten dismiss at 2:20 p.m. Grades 1-5 dismiss at 2:40 p.m.

Friday/Other Minimum Days

Grades TK-5 begin at 8:00 a.m. Transitional kindergarten and kindergarten dismiss at 12:10 p.m. Grades 1-5 dismiss at 12:30 p.m.

Friday afternoons are staff collaboration days. Staff participate in activities that include, but are not limited to, site/district professional development, grade level/department meetings, staff meetings, committee meetings, etc.

ELEMENT 2: Measurable Student Outcomes

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." [Educ. Code Section 47605(c)(5)(B).]

Denair Elementary Charter Academy (DECA) fosters high academic expectations through rigorous instruction based on the state standards in all content areas. Additionally, DECA strives to support students physically, socially and emotionally allowing them to recognize and achieve their full individual potential by promoting the growth of the whole student.

CHARTER OUTCOMES

It is the goal of the Denair Elementary Charter Academy that students achieve the following outcomes:

Academic Content Outcomes

English Language Arts

Students will demonstrate grade-level appropriate reading, writing, listening, speaking, and presentation skills, which they can apply using multiple forms of expression (e.g., written, oral, multimedia) as is appropriate to the setting, purpose, and audience. Students will be able to develop and defend an argument or position based on text evidence, analysis, and interpretation. Students will be able to compare and contrast content from a variety of genres and texts. Students will read a broad range of literature and informational text with varying levels of text complexity.

Mathematics

Students will develop an understanding of mathematical concepts and use mathematical reasoning to solve problems. Students will develop fluency in basic computational and procedural skills. They will employ the eight mathematical practices as appropriate to analyze, solve, and explain complex, real-world problems. Development of these skills will enable students to apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics.

History/Social Studies

Students will acquire core knowledge in history and social science. Students understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come. Students will apply new knowledge as they solve a problem, analyze a situation, understand a perspective, or evaluate alternatives. Students at DECA will acquire these skills by involvement in leading, facilitating, acting, singing, discussing, drawing, making decisions, presenting, and critiquing and interacting with the social studies content.

Science

Students will develop an in-depth understanding of science content through the study of disciplinary core ideas and cross-cutting concepts as defined in the Next Generation Science Standards (NGSS). Students will participate in hands-on, interactive learning experiences that incorporate appropriate technology tools in lab and garden settings. Students will satisfy their natural curiosity through scientific inquiry and will use scientific evidence, reasoning, and ideas to solve everyday problems.

Visual and Performing Arts

Students will have opportunities to participate in music and the arts each year.

Physical Education

Students will understand the value of teamwork and good sportsmanship. Students will develop gross motor skills and understand the benefits of lifelong physical activity.

World Languages

Students will experience World Language instruction at DECA through a language lab model.

Traditional Program:

Students will develop global competency in order to compete and cooperate in the twenty-first century and beyond. Students will engage in oral and written conversations, interpret written and spoken language as well as present to an audience of listeners and readers. Students will participate in communicative interactions that prepare for real-world language use and global citizenship. Students will actively use language to transmit meaning while responding to real situations. Students will develop awareness, knowledge and understanding of a variety of cultures from around the world.

Dual Language Immersion Program:

Students will develop academic proficiency in Reading Foundational Skills that are non transferrable from Spanish to English.

All students at DECA (traditional program and dual language immersion program) will be engaged in multicultural learning in the Language Lab through a variety of activities, such as art, literature, geography, music, etc.

Social-Emotional Outcomes

Through Positive Behavioral Intervention and Supports (PBIS) students will understand and follow school wide behavioral expectations. Students will have access to intervention and support in order to achieve social and academic success.

DECA will continue to evaluate and refine its list of desired outcomes over time to reflect the school’s vision and mission and any changes to the state or local standards that support the mission.

GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Denair Elementary Charter Academy’s annual goals, actions and measurable outcomes, both schoolwide and for each group of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in DECA’s Local Control Accountability Plan (LCAP). Each of these goals addresses the unique needs of all students attending DECA, including students in numerically significant student groups. The metrics associated with these goals help DECA staff ensure that these specific groups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District. DECA shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. DECA reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. DECA shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The following table is a summary of the Goals, Actions, and Measurable Outcomes included in DECA’s LCAP:

<p>Goal: All stakeholders will be provided with the necessary tools to develop the fullest potential in every student to achieve academic success.</p> <p>Student groups: All</p> <p><i>Priority 1 (Basics), Priority 2 (State Standards), Priority 4 (Pupil Achievement), Priority 7 (Course Access)</i></p>	
<p>Measurable Objectives <i>M = maintain, I = increase, D = decrease</i></p>	<p>Actions</p>
<p>Priorities 1 and 2</p> <ul style="list-style-type: none"> (M/I) percentage of staff highly qualified in their 	<ul style="list-style-type: none"> Employ highly qualified staff and provide them with the necessary tools to complete

<ul style="list-style-type: none"> • positions • (M/I) number of staff retained each school year • (M/I) rate of staff receiving professional development relevant to their positions • (M) standards-aligned instructional materials • (M) all facilities in good repair <p>Priority 4</p> <ul style="list-style-type: none"> • (I) percentage of students scoring at Level 3-4 on CAASPP (ELA, Math, Science, Spanish) • (I) number of students reclassified <p>Priority 7</p> <ul style="list-style-type: none"> • (M) all students participate in World Language courses • (M/I) students participating in Visual and Performing Arts 	<p>their duties while continually improving the qualifications of staff in each position</p> <ul style="list-style-type: none"> • Students will have full access to ELA, Math, ELD, Science, Social Science, Physical Education, World Language, and Visual and Performing Arts instruction and state standards for each subject will be fully implemented • Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement
<p>Goal: All students have the right to a safe and healthy environment to achieve social, emotional, and academic success.</p> <p>Student groups: All (particularly Low Income, Foster Youth, English Learners)</p> <p style="text-align: center;"><i>Priority 3 (Parental Involvement), Priority 4 (Pupil Achievement), Priority 5 (Pupil Engagement), Priority 6 (School Climate) Priority 8 (Other Pupil Outcomes)</i></p>	
<p style="text-align: center;">Measurable Objectives <i>M = maintain, I = increase, D = decrease</i></p>	<p style="text-align: center;">Actions</p>
<p>Priority 3</p> <ul style="list-style-type: none"> • (M/I) number of parent volunteers • (M/I) parent participation in school events • (I) grants received • (I) community partnerships 	<ul style="list-style-type: none"> • Increase intervention support for low income students and remedial support for foster youth • Continually improve services that promote physical, emotional and mental health while instilling a sense of self-

<p><u>Priority 4</u></p> <ul style="list-style-type: none"> ● (I) participation in intervention by students who qualify ● (I) percent of students being tracked after reclassification ● (I) percent of students who are “on track” for the Seal of Multilingual Proficiency <p><u>Priorities 5 and 6</u></p> <ul style="list-style-type: none"> ● (I) student Average Daily Attendance ● (D) suspension rate ● (M) no expulsions ● (D) chronic absenteeism ● (I) participation in clubs <p><u>Priority 8</u></p> <ul style="list-style-type: none"> ● (I) participation in Child Nutrition Program ● (I) follow-up on medical/health services ● (M/I) wellness policy engagement 	<p>confidence, integrity, positive decision making, community pride, and responsible citizenry</p> <ul style="list-style-type: none"> ● Continually improve a process for two year tracking of English Learners who have been reclassified ● Continually improve student, family, and community involvement ● Increase outreach partnerships to provide direct/indirect support to students, staff, and community ● Continually improve smooth transitions between grade levels and between programs/services ● Increase student access to the library and the Language Lab ● Continually improve the District’s wellness policy
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ELEMENT 3: Method by Which Student Outcomes Will Be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” [Education Code Section 47605(c)(5)(C).]

The Denair Elementary Charter Academy (DECA) shall utilize the following methods to assess the achievement of student outcomes.

Performance Based Assessment

Performance assessments will require students to structure and apply information learned by actively constructing, organizing and producing/exhibiting a specific project. Assessments will be used to measure higher levels of student thinking and creative problem solving. Written products, both draft and final, and oral presentations students do as a part of their class assignments will be scored and used to determine progress toward understanding of standards.

Formative Assessments

Teachers will develop ongoing assessments to support the diagnostic need of meeting individual student learning. The use of common assessments will be integral to the instructional process. Formative assessments will be developed for each of the core curriculum areas and be administered on a regularly scheduled basis coinciding at a minimum with the report of progress to parents and students. Formative assessments will be used to inform instruction.

Benchmark Assessments

Assessments based upon identified state and local performance standards will be developed and formalized to provide a uniform basis for measuring student progress on standards. The student results will be used by the school as a performance indicator and as part of the data used in establishing a performance level for the student. Assessments will be used to inform instruction.

Summative Assessments

The California Assessments for Student Progress and Performance (CAASPP) system will be used for program analysis and public accountability. CAASPP provides trend data about general performance that can guide school programs.

California School Dashboard

The California School Dashboard provides the school with status and change metrics for its schoolwide and student group populations. The California School Dashboard provides trend data used to guide programmatic decisions.

Annual Performance Reporting

The Denair Elementary Charter Academy and/or District staff will compile and provide to the Denair Unified School District Board of Education ongoing reports of performance on all indicators used for the District's other charter and non-charter programs.

ELEMENT 4: Governance

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

A. Governing Board.

DECA is a charter school operated by the Denair Unified School District ("District"). The District's Board of Trustees ("Board") will be the governing body of DECA and holder of the Charter. The Charter School's Principal will have responsibility to oversee the day-to-day operations of DECA and to ensure that DECA is operated in accordance with the terms of this Charter and applicable District policies and procedures.

As the chartering authority, the District shall have supervisory oversight duties, including but not limited to, ensuring that the Charter School complies with all reports required of charter schools by law, and monitoring the fiscal condition of the Charter School.

The District will provide all appropriate support services in order to contribute to the successful operation of the Charter School. In general, direct support costs of personnel, financial, legal, purchasing, and facility services shall be budgeted for and paid by revenue generated by student average daily attendance as reported by the Charter School and included in the overall budget of the District. The Charter School will be funded through the District as other non-charter District schools.

The District shall secure and maintain for the Charter School, any insurance coverage or minimum liabilities as required by the District's current insurance company or joint powers authority.

B. Advisory Committee.

The Charter School will have an advisory committee ("Advisory Committee") comprised of parents and other stakeholders. The purpose of this Advisory Committee will be to provide input and review policies and goals of the Charter School (subject to the approval of the District's Board of Trustees), monitor the school's academic and operational performance,

and help develop and implement family involvement strategies. The Advisory Committee will meet a minimum of four times a year at a date and location to be scheduled annually.

C. Parental Involvement

DECA recognizes the role of parents as the primary educators of their children. One goal of DECA is empowering parents as educational partners. Parent participation at the school influences the development of the total school and its components.

All parents are encouraged to participate in the school community. Parents have the opportunity to participate in a variety of meaningful ways, including participation in classroom activities, parent workshops, school events, district events, District English Language Advisory Committee (DELAC), DECA Advisory Committee, Denair Parents Club (DPC) and District Advisory Committee (DAC).

The Charter School may encourage parental involvement, but shall notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code section 47605(n).]

ELEMENT 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the school." [Education Code Section 47605 (c)(5)(E).]

A. Instructional Staff.

All Charter School teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

B. Non-instructional Staff.

All non-instructional staff will possess experience and expertise appropriate for their position within the Charter School. Classified employees will meet the same requirements as other classified employees of the District.

ELEMENT 6: Health and Safety

"The procedures that the school will follow to ensure the health and safety of pupils and staff." Education Code Section 47605 (c)(5)(F).

Safety Plan.

To ensure the health and safety of its students and staff, DECA will continue to follow the comprehensive safety plan developed and approved by the District and, where applicable, the health and safety policies and procedures contained within the District Board Policies and Administrative Regulations.

Criminal Background Checks.

The District and Charter School shall adhere to existing State laws regarding fingerprinting and tuberculosis testing of employees. All employees working at the Charter School will be required to furnish the District with a criminal record summary as described in Education Code section 44237.

Tuberculosis Testing.

All employees working at the Charter School shall be required to provide proof of tuberculosis testing as specified in Education Code Section 49406 prior to commencing employment.

Immunizations.

All students of the Charter School will be required to provide proof of immunization as a condition of attendance to the same extent as would apply if the students attended a non-charter public school.

Vision/Hearing/Scoliosis Screening.

The Charter School will provide for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school.

Role of Staff as Mandated Child Abuse Reporters.

As with the District's other schools, the Charter School staff shall comply with the Child Abuse and Neglect Reporting Act (California Penal Code section 11164 et seq.).

Medication in School.

The Charter School shall adhere to Education Code Section 49423 and District policies and procedures regarding administration of medication in school and to Education Code section 49414 regarding epinephrine auto-injectors and training requirements.

ELEMENT 7: Racial and Ethnic Balance

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

[Education Code Section 47605 (c)(5)(G).]

DECA strives to achieve a balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.

The Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a balance among the Charter School’s students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process timed and designed to allow for a broad-based recruitment and application process.
- Informational meetings at the Charter School.
- The development of promotional and informational material (i.e. brochures) that reaches out to all of the various groups represented in the territorial jurisdiction of the District.
- Broad distribution of promotional messaging across popular media including local and regional newspapers, the school and district websites, surrounding Denair Unified School District message boards, and local advertising marquees.
- Outreach activities.

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

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

ELEMENT 8: Admission Policies and Procedures

“Admission policies and procedures.” [Education Code Section 47605 (c)(5)(H).]

The Governing Board shall have the sole authority to determine the capacity, location, and facilities of the Denair Elementary Charter Academy. The determination of these factors shall be based on DECA's academic program, fiscal viability, educational needs of currently enrolled students, capacity of the school site and the level of interest shown by students who want to attend DECA.

There shall be no admission criteria, testing, or other evaluation required of any applicant. DECA shall not charge an application fee nor shall it charge tuition. DECA shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of ethnicity, national origin, gender, gender expression, gender identity, or disability or any other characteristic described in Education Code Section 220.

DECA shall admit and enroll all students who wish to attend provided the school's capacity is not exceeded. Following the open enrollment period each school year, applications will be counted to determine whether any grade level has received more applications than capacity. In the event that this occurs, the Charter School will hold a public random drawing (“lottery”) to determine enrollment for the impacted grade level(s).

Existing DECA students shall be automatically enrolled and shall not be part of the lottery. Admission preference in the case of a lottery shall be given to the following students in the following priority order:

1. Students residing within the Denair Unified School District attendance boundaries
2. Siblings of existing students of Denair Elementary Charter Academy
3. Children of Denair Unified School District Employees
4. Students residing outside the Denair Unified School District attendance boundaries

If needed, the Charter School will conduct the lottery at the Charter School at a location open to the public, and an appropriate process will generate random numbers for each applicant. Applicants will be contacted in order of their lottery number to fill openings for each classroom for the upcoming school year. After all openings have been filled, the remaining applicants will be placed on a waiting list in the order drawn and given the opportunity to enroll if spaces open during the school year.

ELEMENT 9: Financial Audits

"The manner in which annual, independent financial audits 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." [Education Code Section 47605 (c)(5)(I).]

A. Annual Financial Audit.

DECA is a District-operated "dependent" charter school of the District. As any other District operated school, the Charter School shall prepare and submit to the District reports needed for the District to complete an annual audit in accordance with the policies and procedures adopted by District's Board of Trustees and what is required by the Stanislaus County Office of Education.

The audit will verify the accuracy of Charter School's financial statements, attendance and enrollment, accounting practices, and review the charter school's internal controls. The audit will be conducted in accordance with regulations governing charter school audits and Generally Accepted Accounting Practices applicable to the Charter School. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by December 15 following the close of the fiscal year.

B. Annual Reports

Pursuant to Education Code section 47604.33(a), the District will annually prepare and submit the following reports regarding the Charter School to the District's Board of Trustees and the California Department of Education:

- On or before July 1, a preliminary budget.
- On or before July 1, an annual Local Control Accountability Plan update required pursuant to Section 47606.5
- 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.

Element 10: Student Suspensions and Expulsions

“The procedures by which pupils can be suspended or expelled from the charter for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason.” [Education Code Section 47605 (c)(5)(J).]

The Charter School shall comply with and implement suspension and expulsion policies and/or procedures consistent with student suspension and expulsion policies and procedures adopted by the DUSD's Board of Trustees.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action.

ELEMENT 11: Staff Retirement

“The manner in 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” [Education Code Section 47605 (c)(5)(K).]

All certificated District employees working at the Charter School will be covered by the California State Teachers Retirement System (CalSTRS) to the same extent as other non-charter District employees.

All classified District employees working exclusively at the Charter School or as part of their District work assignments, will be covered by the California Public Employee Retirement System (CalPERS) to the same extent as other non-charter District employees.

The District shall be responsible to ensure that arrangements for coverage are made.

ELEMENT 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” [Education Code Section 47605 (c)(5)(L).]

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend another school within the District according to District policy or a school at another school district through the District's inter-district transfer policies.

ELEMENT 13: Employee Rights

"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 (c)(5)(M).]

A. Certificated Employees.

All permanent and probationary certificated District employees who voluntarily choose to be assigned to the Charter School will be members of the Denair Unified Teachers' Association ("DUTA") collective bargaining unit and covered by the collective bargaining agreement between DUTA and the District while working at the Charter School. Certificated District employees who choose to work at DECA shall retain their employment rights under the Education Code and shall be afforded those rights and benefits specified in the DUTA collective bargaining agreement.

During the school year, the District's Superintendent or designee may, pursuant to the District's enrollment policy, reassign teachers working at DECA to balance class size and/or achieve comparability. Upon written request, reasons for involuntary reassignment shall be given to the teacher in writing, as soon as determined.

B. Classified Employees.

All classified District employees who are assigned by the District to perform work for or at the Charter School, whether exclusively or as part of their individual District work assignments, will continue to be members of the California School Employees' Association, Denair Chapter No. 113 classified bargaining unit ("CSEA"), and be covered by the collective bargaining agreement between CSEA and the District. These classified employees will be assigned pursuant to District procedures and practices and will receive the same compensation and benefits as other CSEA employees of the District.

Exclusive Public School Employer.

The District shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.

ELEMENT 14: Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." [Education Code Section 47605 (c)(5)(N).]

Disputes Arising From Within the Charter School

Internal disputes that arise within the Charter School will be resolved by the same processes that are in place among other schools within the District.

ELEMENT 15: School Closing Protocol

"A description of the procedures to be used if the charter school closes." [Education Code Section 47605(c)(5)(O).]

If the DECA ceases to operate for any reason, the District shall be the "responsible entity" to conduct closure-related activities pursuant to Title 5 of the California Code of Regulations section 11962. Closure of the Charter School will be documented by official action of the District Board of Trustees. The action will identify the reason(s) for closure, as well as identify persons responsible for closure-related activities. District personnel will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in enrolling in their school of attendance or suitable alternative education programs within the District or otherwise. This notice will be provided promptly following the DUSD's Board of Trustees' decision to close the Charter School.

The District will also develop a list of pupils in each grade level and the classes they have completed at the Charter School, together with information on the pupils' districts of residence. The District will provide parents and students with copies of all appropriate student records if requested and will otherwise assist students in transferring to their next school. All records of the Charter School, including state assessments results, special education records, and personnel records will be maintained with the District in accordance with applicable law.

All District employees working at the Charter School at the time of closure will retain all employment rights as specified under Element 13 of this Charter.

Upon closure of the Charter School, all assets of the Charter School, Average Daily Attendance apportionments, and other revenues generated by students attending the Charter School, shall remain the sole property of the District, and as applicable, shall be distributed in accordance with applicable law.