

Kingsburg Elementary Charter School District
CDS Code: 10 62240

Charter Renewal Application

2011 - 2016



I. RATIONALE/FOUNDING GROUP

The Kingsburg Elementary Charter School District (2,347 student enrollment) serves a unique rural community of approximately 12,000 people in the Central San Joaquin Valley. It is a town where parents, teachers, administrators, and community members have committed themselves to a high standard of education for their children. The community's city government and the school district have cooperated to co-develop city parks in conjunction with school playgrounds, co-sponsored after school programs and participate on each other's planning teams. Local citizens and businesses have donated tennis courts, trees, playground equipment, and even school supplies and clothing for needy students. The student population of the district is a mixture of children of farm workers and farmers; doctors, nurses, and hospital custodians; small and large business owners; factory workers; sales people; and teachers. The diversity is broad; however, as diverse as the backgrounds may be, the town's citizens are singularly committed to the education of its children. The school district, in existence since 1874, takes pride in meeting the needs of all its students, and, as a result, the district enjoys the overwhelming support of its parents, teachers, staff and the community at large.

The district's schools foster a secure, friendly, environment in which students experience a wide variety of learning activities through reading labs; growing technology; experimental science activities; music, arts and crafts; and competitive athletics, as well as the fundamentals of basic education. Parents, teachers, and administrators frequently work together on school issues and projects, including school structure, curriculum, school environment, and a variety of activities aimed at student success and maintaining the schools as a center of community events.

In 1996, the Kingsburg Joint Union Elementary District became the second charter school district in the state. Since its inception, as the Kingsburg Elementary Charter School District, the district has experienced growth in ADA primarily from parents moving into the city for the sole purpose of having their children attend Kingsburg schools; increased test scores; expansion of programs, services, and offerings for students; and has seen an enhanced enthusiasm for "pushing the envelope."

The following charter petition proposal is a reflection of the support expressed by the district's employees and the citizens of Kingsburg. It also reflects the constant efforts of the district to prepare students to become productive citizens in the 21st century. The district motto: "Kaizen – What can I do better today than I did yesterday?" is lived daily in taking to heart the challenge of preparing children to communicate effectively; gather, use, and produce information; make informed, responsible decisions; become life-long learners; and enthusiastically embrace challenges and responsibilities. Placed in the context of creating profession learning communities, these over-riding concepts are encouraged by the support of parents and families, drawing its standards from the traditional small-town atmosphere so cherished by the citizens of Kingsburg. Indicators of this support include:

- 100% of the parents sign the Parent/Student/Charter District Compact
- 100% of the credentialed employees in the district support working in the charter district
- 100% of the classified employees support working in the charter district
- There is a waiting list of over 100 non-resident students requesting attendance in the district

It was held by all stakeholders in the initial charter petition, and continues to be held today, that being a charter would set the school district apart and make it even more special in the educational community. The innovative and effective education programs, which include music and art as well as career technology and STEM implementation has brought all regular education school to an API of 800 or over. The charter fosters innovation in the area of literacy development and technology. The opportunity to have more flexibility with programs and staffing, combined with open enrollment were powerful motivators in meeting the needs of students and parents in the rural backdrop of Kingsburg. Open enrollment has been a signature practice of the charter since its inception. Parents and students are welcome from all districts, and students that reside in Kingsburg have the opportunity to transfer any other district without going through the transfer process. Our academic program must be superior, effective and innovative for all students in order for our enrollment to increase and meet the needs of more families. The charter allows us to affect the lives of more families and students. In this community, parents truly feel they are ultimately responsible for the education of their children. Through this charter, the district becomes partners in the education of their students. The individual responsibilities of each group – parents, district, and students – are enumerated in the Charter District/Parent/ Student Compact, making it everyone's job to ensure student growth and achievement. Each year, this compact represents 100% parent and student participation.

Kingsburg Elementary Charter School District

Kingsburg is structured as a community aligned school system instead of a neighborhood school system. (Please see Table 1 in section VI.) All of the students move through the grade levels as one unit. This allows each grade level to provide the most effective education program because of the unity formed with each stakeholder in the district and community. For families that want an alternative type of education program, there are other choices including Island Community Day School and Kingsburg Community Charter Extension School. It is the desire of the community (frequently reiterated in annual parent surveys) to maintain its K-8 continuity structure. By mandated necessity, as seen by the community, the structure of the district's schools dictates that if one school is a charter, the expectation is that all schools have charter status, thus virtually requiring the need that if there is going to be a charter, then it must be an all-charter district.

Kingsburg Elementary Charter School District has demonstrated what a 'stand alone' district can accomplish as a charter. Through our flexibility, implementation of researched-based programs and change has allowed us to ensure the highest quality of education and educational opportunities are quickly put in place for our students. The community and staff has embraced the charter status and developed into a community-wide professional learning community that proudly stands together for each and every member of the community. One example of this commitment is exemplified by the development of Island Community Day School. Instead of sending students to county programs, Kingsburg wants to keep its students to rehabilitate them through restorative justice and maintenance of their academic programs. Kingsburg is the only K-8 district in Fresno County with a Community Day School.

This five-year charter petition renewal challenges the district to evaluate, improve, and to be accountable. It is worth noting that the district is seeking its fourth five-year cycle as an all charter district. The district's status as an all-charter district has become a core value in both our school system and the community at large. Another way to look at the district's involvement as a charter may be to note that no child who has started kindergarten in this school district has ever known or experienced a school system that is not a charter system. From our mindset to our conversations to even the visual representations on the side of our school buses, we proclaim Kingsburg Elementary Charter School District as a source of pride from who we are and what we have become. Being a charter district represents a clear and encouraging call to a 'can-do' spirit at willingness to pursue what is best for children.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission Statement

The Kingsburg Elementary Charter School District, recognizing the value of each child, will continually strive to inspire students to learn and grow beyond their potential by:

- Fostering a collegial or team atmosphere between home, community, and school for the benefit of each student
- Imparting a quality education combined with a positive learning experience
- Providing instruction that meets the individual needs of each student
- Developing the learning and social skills necessary for lifelong learning including, but not limited to, secondary, post-secondary, and career education
- Presenting an open-door policy allowing all people concerned with the well being of each student to communicate their ideas about improving the district

Educational Philosophy

The Kingsburg Elementary Charter School District parents, staff, and students believe in:

- Fostering a team atmosphere with the community (currently called Professional Learning Communities), which benefits the student
- Nurturing student success within a safe school environment
- Preserving the traditional small-town atmosphere
- Promoting high expectations
- Enabling all students to learn by recognizing each student learns differently

Kingsburg Elementary Charter School District

- Promoting parental involvement and parental choice as essential elements of a quality educational experience

The district's schools foster a secure, friendly, environment in which students experience a wide variety of learning activities through reading labs; increased technology usage; lab specific and hands-on science activities; music, arts and crafts; and competitive athletics, as well as the fundamentals of basic education. Parents, teachers, and administrators frequently work together on school issues and projects, including school structure, curriculum, school environment, and a variety of activities aimed at student success and maintaining the schools as a center of community events. A parent-signed compact for participation is required for each student enrolled in the district. The district has a standing philosophy recognizing parent choice as paramount to student achievement.

The Kingsburg Elementary Charter School District believes that an educated person in the 21st century is a confident, lifelong learner who can communicate successfully, think creatively, reason logically, manage resources effectively, and contributes talents, strengths, and abilities to the community.

The Kingsburg Elementary Charter School District believes that learning best occurs when:

- Instructional activities are meaningful and, where appropriate, integrated
- Assessments are used as a diagnostic tool to guide instruction and as an accountability tool to ensure academic mastery
- Curriculum and instruction reflect a rich and appropriate balance of direct instruction, reading, and activities that help provide real-life context
- Expectations and accountability are high
- Parents are involved in the educational process
- Students are given opportunities to make responsible decisions
- Students are respected and their input is acknowledged, valued, and promoted
- Students feel safe and secure in their learning environment
- Students are enriched through access to technology, field trips, exposure to the visual and performing arts, and extra curricular activities

Students to be Served

The district offers options to students and families choosing a highly accountable, customized educational program. The district is dedicated to serving all K-8 students who desire an education that meets student needs through classroom and/or personalized instruction. The district is nonsectarian and nondiscriminatory by gender, ethnicity, religion, national origin, ability, disability, or place of residence. Kingsburg Elementary Charter School District services students who reside in the district's boundaries of Fresno and Tulare Counties and Kingsburg Community Extension School students living in counties adjacent and contiguous to Fresno, Tulare and Kings Counties, as specified in California charter school law and regulations.

The charter district will retain the existing K-8 grade level configuration of the district to ensure racial and ethnic balance that is reflective of the general population residing within the historical attendance area of the district. Admission to the district is open to all students who reside within the boundaries of the school district. Open enrollment is allowed for students residing outside the district's attendance boundaries. Out of district requests are reviewed by the Superintendent/Principal and a recommendation is taken to the Board of Trustees at a regularly scheduled Board meeting or action. Student openings available to non-residents are filled by lottery to ensure fairness.

Curriculum and Instructional Design

Five of the district's schools specialize in specific grade levels, these students move through each grade level and school as cohort. Washington School serves pre-school, transition kindergarten and kindergarten, Roosevelt School serves the grade 1, Lincoln School serves grades 2 and 3, Reagan School serves grades 4-6, and Rafer Johnson Junior High serves grades 7-8. This grade-level configuration insures a consistent, innovative and effective education for all students across each grade level. It also allows teachers and administrators to focus their efforts and training on the specific needs of children at their particular grade levels, providing an excellent avenue for

Kingsburg Elementary Charter School District

collaboration in our Professional Learning Communities (PLC). Kingsburg Elementary Charter School District has fully embraced PLC as a signature practice that is innovative and ensures an effective educational program for all students. Within the PLC, each grade level has developed common formative assessments which are used during weekly during a cycle of inquiry process for data based decision making for each classroom, program and student. The charter status allows the district to move to repaid implementation of PLC which has resulted in a spike in achievement at several grade levels and within several sub-groups. During each trimester, each grade level, K-8 gives a benchmark assessment that has a .72 to .82 correlation thus insuring a very strong predictability rate to the Content Standards Test (CST) according a study completed by the research department in the school of education at California State University, Fresno. The benchmark assessments along with the common formative assessments are used weekly to inform teachers about instruction needs of students. At both Lincoln and Reagan Schools, these benchmark and assessment results drive the RTI model and instructional needs of our students. This focus of benchmark results used to target achievement resulted in a 41 point increase at Reagan which ensured Safe Harbor status. The expectation based on current benchmark results is that Reagan will be exited from program improvement status and Lincoln will enter Safe Harbor status. In Kingsburg, our fidelity is to students and student achievement, our status as a charter district confirms that fidelity.

A sixth school, Kingsburg Community Charter Extension, offers a complete K-8 curriculum to students through a personalized instruction model built under the guidelines of Independent Study. A seventh school, Island Community Day School, allows district students who are expelled to maintain their academic progress in a safe and excellent educational alternative.

The district curriculum is based on the California State Standards and covers all core content disciplines. The instructional program has been designed using California grade level content standards and curriculum frameworks. State adopted textbooks are used in all classrooms and programs and in all core curriculum subjects (Attachment A). California standards-based materials are often supplemented with a variety of time-tested curriculum choices in order to accommodate a child's complex learning needs.

Plan for Students Who Are Academically Low Achieving

While ensuring that the achievement of all students continues to rise, one of the district's primary goals for the next 5 years is to continue the narrowing of the 'achievement gap.' This goal will be realized by accelerating the mastery of content standards by students at or below the 'basic' level of performance. In that regard, a couple of extremely important additions to the district's focus on excellence are: continued practice and training in the Professional Learning Communities model as advocated by research collected Drs. Rick and Becky DuFour, the application of the 10-point intervention process as advised by DuFour and Marzano, and the continuance of the Best Practices meetings in which administrators and teachers collaborate and disseminate educational best practices throughout the district classrooms.

Through the use of PLC, Kingsburg has developed and implemented a response to intervention model (RTI). This model requires a very specific plan for all students that may not have achieved mastery of the standards that first time they are taught in a classroom. The RTI model is fluid and allows students to move in and out of classrooms and groups according to the specific instructional of each student. Each school site has a section of time set aside for deployment that supplements the core program. Our RTI model has three tiers (see attachment) and each tier has a more intensive level of support for each student. Each program and student is monitored closely using data every week to two weeks to ensure that they are moved to grade level proficiency. Along with the academic side of the RTI model, the charter status allows us to meet the behavioral and emotional needs of students through the use of a district certified counselor.

The district is meeting the needs of academically low achieving students through a variety of intervention programs and instructional strategies. For example, under the immediate supervision and direction of a fully credentialed teacher, low achieving students may receive focused instruction in small groups (or even one-to-one) with paraprofessional educators or, in some cases, with trained classroom volunteers. Other intervention programs may include after-school tutoring, tutorial workshops, after-school tutoring, tutorial workshops during lunch, AVID, small group differentiated learning centers within the classroom, and/or instruction from a resource teacher. The Student Study Team (SST) process is used to identify students who need alternative interventions to enhance learning. These students are identified through one or more of the following methods: standardized test scores, instructional software assessment, teacher observation, curriculum-based measurement, academic grades, and/or other school-approved screening criteria.

Plan for Students Who Are Academically High Achieving

The district meets the educational needs of academically high achieving students through programs and instructional strategies including but not limited to: Gifted and Talented Education (GATE), self-paced instructional software, and/or differentiated instruction. These students are identified through one or more of the following methods: standardized test scores, GATE testing, instructional software assessments, teacher observation, academic grades, and/or other school-approved screening criteria. Through the use of Professional Learning Communities, Kingsburg answers the question, “How do we respond when students already have learned the content and skills to mastery?” This answer is addressed daily through the deployment model used at every school. Using data from common formative assessments, teams of teachers from groups of students that have mastered the content standards taught and assessed. This group of students is given innovative opportunities such as web design, engaging in literature studies, service learning projects, and interactive simulations. Each month, these groups change, this gives all students the opportunity to receive an enriching educational experience.

Plan for English Learners

The district identifies English Language Learners (ELL) through the Home Language Survey. These students are assessed using the California English Language Development Test (CELDT). The district’s goal is that English language learners will process academically at the same rate as all other students. These students are one of the highlighted groups in which the district is targeting. These students are being constantly monitored and the district’s staff is provided strategies to strengthen these students’ academics. Students that are identified as ELL are assisted through a variety of instructional strategies and programs that include: instruction by teachers who have CLAD or BCLAD certification, English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) certification. Our ELD program will demonstrate the same average rate of improvement in proficiency on the annual CST’s and the same average rate of growth on the common formative assessments and benchmark assessments as the rest of the student population. The percentage of charter ELL students that are redesignated to English proficiency will be greater than the median for comparison schools. The conformation of the success of this plan is evident in our charter district because only 15% of the districts in the state of California made all of their Annual Measurable Achievement Objectives (AMAO) targets in all four areas for ELL students, and Kingsburg was one these high performing districts that achieved their targets.

Kingsburg Elementary Charter School District uses “Sheltered Instructional Observation Protocol (SIOP) as their instructional platform. SIOP is designed to specifically meet the needs of English language learners. The district’s commitment to ELL students is further confirmed with on-going monitoring of achievement with walk-throughs and continuous coaching for excellence. Other instructional strategies are peer or cross-age partnering and differentiated instruction.

Plan for Special Education

The district understands its legal responsibility to provide educational services to students who qualify for special education programs. The district has a Special Education department through which it can directly provide necessary programs and services to many of its students with disabilities. Moreover, the district is a member of the Fresno County Special Education Local Plan Area (SELPA). Through the Fresno County SELPA, the district ensures that the complete array of programs and services is available to meet the needs of students with severe disabilities.

The process used to identify students for special education services is as follows: Students can be referred by parent and/or teacher or through Student Study Team (SST) meeting. If the student needs to be evaluated for special education services, a formal evaluation, approved by the parent/legal guardian, will be given. All assessments (behavior, health, psychometric, and/or academic) will be performed in accordance to state and federal law.

An Individualized Education Program (IEP) meeting will be held to determine the programs or services a student may need. Each disabled student will be placed in appropriate programs and provided appropriate services in relation to his or her needs, as set forth in the student’s written IEP. The student’s progress toward meeting the IEP’s goals will be monitored and assessed regularly in accordance with state and federal law.

The RTI instructional process meets that needs of special education students through close analysis of assessment data and responding through targeted intervention. The early literacy intervention model and transitional kindergarten programs insure that special education students are performing at the same level of regular education students.

Kingsburg Elementary Charter School District

Plan for Kingsburg Community Charter Extension

The district has noted a generally un-served population of children within the tri-county area of the school district (Fresno, Tulare and Kings Counties). These are children whose parents/guardians desire by choice or by family circumstances to maintain the control of their child's education by home schooling them. The reasons behind this desire vary almost as much as the number of families themselves. Religion, a general distrust of public education and government in general, past discouraging involvement in the public school setting, family circumstances leading to keeping the children home as a significant need, and student health issues are among the more frequent reasons.

To address the concerns of these families, the district will continue a public education opportunity through Independent Study program that will 1) provide students with a rigorous, standards-based curriculum; 2) highly-qualified credentialed teachers as an on-going support provider who will advise parents, set academic pacing, ensure on-going assessment within that rigorous curriculum; and for those with such concerns 3) rebuild the bridge between these families and public education.

The district has developed a strategy that is intended to accomplish the following:

- Re-engage these parents (and by default their children) with public education.
- Enable parents, who truly want to be their child's teacher, to have at their disposal a rigorous, standards-based curriculum that will build a foundation for the continued academic success of the student. This concept will provide a Free and Appropriate Public Education (FAPE) to which the students are entitled.
- Provide activities and events that would promote inter-student socialization.
- Build a pathway by which those parents who so desire can re-enter a public school site-based program.
- Build self-worth within the homeschooled families that their education choice has value and will promote the future success of their children.
- Develop a system whereby parent choice is not only welcomed, but re-enforced and supported.

District staff has developed a system whereby the family unit (parents/guardians and children) are assigned to, and receive the full support of, a fully credentialed, highly qualified teacher. This access is available to parents virtually 12-15 hours a day, 7 days a week. These teachers help develop teaching skills in parents. Under the teachers' guidance parents learn how to develop lesson plans, are shown pedagogy that enhances the child's learning, value a rigorous curriculum and the resulting benefits, embrace data collection as a means of monitoring their child's progress, seeing the context and need of a scope and sequence that lead to their child's success as an effective home school teacher.

Kingsburg Community Charter Extension will provide:

- State adopted curriculum and textbooks.
- Every family unit will also receive teacher's editions of the selected texts. These editions will be used constantly by the parent and the supporting district credentialed teacher.
- Pacing guides that will help parents stay on track with both the progress of the school year and the state testing calendar.
- All students will participate in several site-based school mandates including:
 - District math facts expectations in addition, subtraction, multiplication, and division leading to student automaticity
 - Quarterly benchmark assessments whereby students remediate standards not yet mastered and review standards they have, monthly standards assessments through formative assessments based on grade level standards.
 - If the standard is mastered, the standard is constantly reviewed for the duration of the school year.
 - If the standard is not mastered, it is re-taught and reassessed.
- Supplemental materials will be provided to parents and students to assist in the improvement of each student's understanding of the writing process and the different genres including those the state will assess.
- Professional Learning Communities will provide a constant communication between parents, teachers and administration about the continued improvement of student learning.

- School staff will constantly assess:
 - What is it students must learn?
 - What knowledge and skills are expected of the students to acquire as a result of a unit of instruction?
 - How will it be identified that each student is learning each of these skills and essential concepts?
 - What is the response if students do not learn?
 - What process will we put in place to insure students receive additional time and support for learning in a timely, directive, and systematic way?
- RTI Model will be implemented based on assessment data to ensure the highest level of achievement is accomplished for all students.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Measurable Student Outcomes

The district's beliefs and goals state that all students will receive an excellent education, instruction that meets individual needs, and that all students can learn and will be respected. Student performance will be assessed using a variety of measures to demonstrate the extent that all pupils have attained the skills and knowledge to progress successfully.

Stated in the district's educational philosophy is the belief that all students can learn and they learn in different ways. Kingsburg Elementary Charter School District is committed to an academic program which promotes a high level of student achievement based upon each student's needs, through a rigorous curriculum with high expectations and support. In keeping with the educational philosophy the district's measurable student outcome goals are for district students become sufficiently proficient in the core subjects of English-language arts, mathematics, science, and history-social science, as well as physical education, to enter high school without need of any remedial coursework:

- All district students will progress towards achieving the state content standards at a proficient or advanced level as measured by the California Standards Tests in Language Arts and Mathematics at the grade levels determined by the California Department of Education.
 - Targets for percentage of district students achieving above Basic as follows or meets criteria for Safe Harbor:
 - For the 2011-2012 school year:
 - 75% of district students in grades 2 -8 will score proficient or advanced on the ELA portion of the CST
 - 78% of district students in grades 2 -8 will score proficient or advanced on the Math portion of the CST
 - For the 2012-2013 school year:
 - 85% of district students in grades 2 -8 will score proficient or advanced on the ELA portion of the CST
 - 88% of district students in grades 2 -8 will score proficient or advanced on the Math portion of the CST
 - For the 2013-2014 school year:
 - 100% of district students in grades 2 -8 will score proficient or advanced on the ELA portion of the CST as per NCLB or possibly moving toward the new Federal-mandated Common Core Standards
 - 100% of district students in grades 2 -8 will score proficient or advanced on the Math portion of the CST as per NCLB or possibly moving toward the new Federal-mandated Common Core Standards
 - For the 2014-2015 school year:
 - 100% of district students in grades 2 -8 will score proficient or advanced on the ELA portion of the CST as per NCLB or possibly moving toward the new Federal-mandated Common Core Standards

Kingsburg Elementary Charter School District

- 100% of district students in grades 2 -8 will score proficient or advanced on the Math portion of the CST as per NCLB or possibly moving toward the new Federal-mandated Common Core Standards
- For the 2015-2016 school year:
 - 100% of district students in grades 2 -8 will score proficient or advanced on the ELA portion of the CST as per NCLB or possibly moving toward the new Federal-mandated Common Core Standards
 - 100% of district students in grades 2 -8 will score proficient or advanced on the Math portion of the CST as per NCLB or possibly moving toward the new Federal-mandated Common Core Standards
- English language learners will advance at least one fluency level each year as measured by the CELDT unless at the English proficient level in which they will maintain that level.
 - For the 2011-2012 school year:
 - Overarching Goals for ELL students:
 - The increase in percentage points of students scoring beginning, early intermediate, and intermediate on the CEDLT is 1.25 times the median increase for comparison districts.
 - The increase in percentage points of students scoring Early Advanced and Advanced on the CELDT is 1.25 times the median increase for the comparison districts.
 - For the 2012-2013 school year:
 - Overarching Goals for ELL students:
 - The increase in percentage points of students scoring beginning, early intermediate, and intermediate on the CEDLT is 1.25 times the median increase for comparison districts.
 - The increase in percentage points of students scoring Early Advanced and Advanced on the CELDT is 1.25 times the median increase for the comparison districts.
 - For the 2013-2014 school year:
 - Overarching Goals for ELL students:
 - The increase in percentage points of students scoring beginning, early intermediate, and intermediate on the CEDLT is 1.25 times the median increase for comparison districts.
 - The increase in percentage points of students scoring Early Advanced and Advanced on the CELDT is 1.25 times the median increase for the comparison districts.
 - For the 2014-2015 school year: no established percentages from state
 - For the 2015-2016 school year: no established percentages from state
 - All students will attend school daily.
 - For each school year, during the term of this charter petition, district students will achieve a minimum of 98% Average Daily Attendance

Academic Performance Index

The district's plan for achieving API annual growth targets include:

- An annual review of each student's progress
- Annually review each school's benchmark assessments to ensure they are correlated with the state content standards
- Establish quarterly benchmark assessment calendar to chart progress of each student's academic achievement
- Continue to provide timely and relevant professional development for all staff members
- Identify all students who score below the proficient level on the CST and provide specific intervention to ensure academic progress
- Purchase standards based curricula and other instructional and supplemental materials, as needed
- Investigate new technology that will strengthen the instructional program
- Continue grade level meetings to ensure continued improvement of the instructional program
(See the Academic Performance Index Reports (Attachment B) for historical data.)

Methods of Assessment

Student progress in meeting the desired student outcomes is measured and evaluated through a variety of methods:

1. State mandated assessments
2. Local assessments and evaluations - schools in the district will conduct local assessments and evaluations that may include:
 - a. Teacher observation emergent literacy survey (K-1)
 - b. Houghton Mifflin Cycle of Inquiry
 - c. State adopted textbook assessments
 - d. Teacher developed assessments
 - e. Advantage Learning's Accelerated Reader computer diagnostic assessments
 - f. Advantage Learning's STAR reading standardized computer assessments
 - g. Portfolio conference with parents
 - h. Informal and formal parent conferences throughout the year
 - i. School progress reports
 - j. Standards-based report cards
 - k. Daily attendance
 - l. Daily work and homework completion
 - m. Benchmark tests:
 - i. Harcourt Math
 - ii. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – Pre-Kindergarten – 3rd Grade
 - iii. Houghton Mifflin Theme tests and writing assessments
 - iv. Scantron's Ed. Performance assessments in Language Arts and Mathematics
 - v. District Benchmark Assessments for grades K-8, given three times a year.

Use and Reporting of Data

Data on student achievement are collected, analyzed, and reported to school staff and parents through the following measures.

1. Methods of collecting data:
 - a. Aeries data management and Data Director software to collect data from state assessments, local benchmark assessments, and classroom assessments
 - b. Data reports provided by the state as part of STAR
 - c. Teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects and student attendance
 - d. Advantage Learning's STAR Reading reports
2. Forums for analyzing data:
 - a. Teacher analysis of collected student data
 - b. Grade level meetings
 - c. Vertical math and language arts meetings
 - d. Parent-teacher conferences
 - e. Staff meetings
 - f. Intervention teams
 - g. Student Study Teams
 - h. Administrative leadership meetings
 - i. School site councils
 - j. School Board meetings
3. Means of reporting data:
 - a. Student STAR Reports
 - b. Parent conferences
 - c. Aeries' web-based ABI for parents and students
 - d. Media reporting
 - e. Board meetings
 - f. School Accountability Report Cards
 - g. School web site <http://www.kingsburg-elem.k12.ca.us>

Kingsburg Elementary Charter School District

Data on student performance are continuously being analyzed by school staff and used to improve the total educational program so all students can progress to meet the district proficiency outcomes.

IV. GOVERNANCE STRUCTURE

The district's governing structure is directed by a publically elected Board of Trustees, consisting of five (5) members, retaining the existing terms and qualifications. The current election process for the Board of Trustees, as governed by state and local statute, will remain in place. The ultimate authority for the governance of the district will remain with this elected Board of Trustees. Policies will continue to be enacted at public board meetings.

- Superintendent has primary responsibility for implementing district vision, policies, and operation
- The day-to-day operations of schools within the district are the responsibilities of the school site principal in accordance with the school specific operational plan

The Board of Trustees actively seeks and enthusiastically welcomes parent input on a wide range of topics, from curriculum and instruction, to assessment and accountability, to school operations, to budget and finance. The following forums are regularly provided for parent input:

- Meetings of the Governing Board are posted at each school site, the district web-site and in both the school and district calendars. To encourage parent and community attendance individual students, student clubs, competitive teams and students involved in visual and performing arts are frequent participants in these meetings.
- Additionally, the Governing Boards periodically holds special meetings to which parents are specifically invited. These meetings include potential changes in dress code, budgetary prioritization, building projects, as well concerns that occur in the community at large.
- School site advisory councils are composed of parents/community members and staff elected by their peers with the role of each school site advisory council to:
 - ♦ consult with parents and teachers regarding the site's educational program
 - ♦ consider parent suggestions and concerns
 - ♦ oversee curriculum and services
 - ♦ participate in developing annual goals

V. HUMAN RESOURCES

In order to be creative and flexible in providing an optimal learning environment, the district will have policies and procedures for all those who work with children. These policies and procedures will be reflected in the district's hiring practices, evaluation methods, and professional development.

- Superintendent and Assistant Superintendent
The superintendent and assistant superintendent must hold a valid California administrative services credential. The superintendent is employed by and responsible to the Board of Trustees. The assistant superintendent is hired by and responsible to the superintendent. The superintendent and assistant superintendent shall have a criminal background check performed pursuant to Education Code Section 44830.1 along with all other employee hiring considerations and requirements defined in this document.
- Principal
The principal must hold a valid California administrative services credential and a valid California teaching or comparable credential along with the experience and skills required to fulfill the responsibilities of the position. The principal is employed by the Board of Trustees and is responsible to the superintendent. The principal shall have a criminal background check performed pursuant to Education Code Section 44830.1 along with all other employee hiring considerations and requirements defined in this document.
- Teachers/ Directors/ Coordinators
Classroom teachers and coordinators must hold valid California teaching credentials. All teachers and coordinators are NCLB compliant. They are employed by the Board of Trustees and are responsible to the principal and superintendent. Teachers shall have a criminal background check performed pursuant to Education Code section 44830.1 along with all other employee hiring considerations and requirements defined in this document.

Kingsburg Elementary Charter School District

- **Classified Personnel**

All classified personnel must meet the qualifications and standards established for employment and are responsible to the superintendent and principal. All classified employees shall have a criminal background check performed pursuant to Education Code Section 44830.1 along with all other employee hiring considerations and requirements defined in this document.

The district will ensure teachers and instructional aides meet the “highly qualified” designation as set forth in the No Child Left Behind Act of 2001. In addition, it is expected that all employees of the district have a solid understanding of and commitment to the importance of student success and a commitment to a collaborative partnership.

The district will have the option of entering into agreements with local colleges and universities in order to become a professional development district. These agreements would allow college students in neighboring areas to do observations or student teaching in the district. This would further allow classes to be offered for student teachers and interested staff in the district. Furthermore, instructors in the district would have access to the supervisors of student teachers and to course work leading to their credentials.

Compensation and Benefits

All new and existing employees will participate in STRS, PERS, and/or Federal Social Security retirement programs, as appropriate. The district makes all employer contributions as required by STRS, PERS, and Federal Social Security. The district also makes contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer. As per conditions put forth in California regulations, all certificated employees participate in the State Teacher Retirement System (STRS). All other district employees participate in the Public Employees Retirement System (PERS) and/or Federal Social Security. To ensure and monitor such participation the district maintains a Human Resources Department within which there is an assigned Administrator, Payroll/Employee Services.

Employee Representations

The district shall be deemed the exclusive public school employer of the employees of the district for the purposes of the Education Employment Relations Act.

Rights of School District Employees

The district acknowledges that no employee can be forced to work for the charter school district; however, since this is the fifteenth year of the Kingsburg Elementary Charter School District, it can be stipulated that all current employees have agreed to work under the charter. The charter will continue to pertain to all district staff for the duration of the charter’s term. The all-district charter’s term will be for five (5) years, unless voluntarily surrendered by the district’s Board of Trustees or revoked by action of the State Board of Education and State Superintendent of Public Instruction prior to its expiration. All new employees are informed, before hiring, of the charter status of the district. Once a new employee signs a contract with the district, having been given that information, that employee is deemed to be an employee of Kingsburg Elementary Charter School District. If the charter is voluntarily surrendered or revoked, all employees will revert to their status as employees of the Kingsburg Joint Union Elementary School District.

In the event of a dispute between the district and any certificated employee, the following internal dispute resolution process shall be implemented:

- Should a dispute arise at the certificated staff level, the principal will meet with the staff member in an informal setting to discuss and resolve the dispute. The informal meeting shall take place within five working days from the day the staff member registers the complaint.
- If the two parties are unable to resolve the dispute, the aggrieved party will put his/her complaint in writing and submit it to the superintendent. The superintendent will meet with the two parties within five working days from the date he/she receives the written complaint. The superintendent will render a decision within five working days. The superintendent’s decision shall be final.

There is currently a group of employees represented by CSEA identified as Local Chapter 879. There are also a large number of classified employees declining such representation. In the event of a dispute between the district and any classified employee, the following internal dispute resolution process shall be implemented:

Kingsburg Elementary Charter School District

- For those employees not represented by a bargaining unit the following procedure shall be implemented:
 - Should a dispute arise at the certificated staff level, the principal will meet with the staff member in an informal setting to discuss and resolve the dispute. The informal meeting shall take place within five working days from the day the staff member registers the complaint.
 - If the two parties are unable to resolve the dispute, the aggrieved party will put his/her complaint in writing and submit it to the superintendent. The superintendent will meet with the two parties within five working days from the date he/she receives the written complaint. The superintendent will render a decision within five working days. The superintendent's decision shall be final.
- For those represented by CSEA, the Kingsburg Elementary-CSEA bargaining unit will act in a dispute between the employee and the district as described in their contract with the district.

Health and Safety

The district will adhere to the existing state laws regarding fingerprinting, criminal background checks and drug testing of employees. Criminal background checks are required for all employees (credentialed and non-credentialed). All employees will be required to submit a valid negative test for tuberculosis (TB). This will be compliance with Education Code 49406 with periodic testing (every two years) after the initial tuberculosis test (TB).

The district will continue its ongoing policy relating to Health and Safety Procedures, *EC* Section 47605(b)(5)(F): revisions to health and safety procedures which includes the requirement that volunteers and contractors, in addition to employees, will submit a tuberculosis test and periodic testing thereafter.

The district complies with all regulations pertaining to scoliosis, vision, and hearing screening for all students in accordance with 5CCR 11967.5(f)(6)(D). The governing authority shall not unconditionally admit any person as a pupil of any private or public elementary or secondary school, child care center, day nursery, nursery school, family day care home, or development center, unless prior to his or her first admission to that institution he or she has been fully immunized. The following are the diseases for which immunizations shall be documented with proof as is regulated by regulations: (1) Diphtheria, (2) Haemophilus influenzae type b, (3) Measles, (4) Mumps, (5) Pertussis (whooping cough), (6) Poliomyelitis, (7) Rubella, (8) Tetanus, (9) Hepatitis B, (10) Varicella (chickenpox), (11) Any other disease deemed appropriate by the department, taking into consideration the recommendations of the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians in accordance with Health and Safety Codes 120325 and 12035 and in accordance with 5CCR 11967.5(f)(6)(C). The district will adhere to existing board policy pertaining to the safety and health of all employees and students.

The district will maintain policies and procedures conducive to school safety; responses to natural disasters and emergencies; and blood-borne pathogens, as well as appropriate policies related to student behavior and the administration of prescription drugs and other medicines. District nurses and nurse assistants are available to meet the needs in regards to the health and safety of both students and staff.

The district will maintain policies as a drug, alcohol, and tobacco-free workplace.

All information related to the aforementioned policies will be included in parent/student or employee handbooks and will be reviewed on an ongoing basis, as determined by the district and/or the Board of Trustees policies.

The district has a district-wide safety plan entitled, Emergency Operations Plan, which is updated annually.

The facilities will receive an annual inspection by the county fire marshal and a property and liability loss control specialist to assure compliance with established health and safety standards (including Federal ADA). The Food Services facility will be inspected by the county health department.

The district will meet all federal, state, and local requirements for water, friable asbestos, and other toxic materials.

The district will maintain liability and excess liability, as provided by the Organization of Self-Insured Schools, JPA, and Schools Excess Liability. Workers compensation will be provided pursuant to provision of the California Labor Code.

Kingsburg Elementary Charter School District

Dispute Resolution

The procedures to be followed by the charter district and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

- (A) Kingsburg Elementary Charter School District acknowledges that the State Board of Education and Superintendent of Public Instruction are not local education agencies.
- (B) Because the State Board of Education and Superintendent of Public Instruction are not local education agencies, they may choose to resolve a dispute directly instead of pursuing the dispute resolution process. If the State Board of Education and Superintendent of Public Instruction intend to resolve a dispute directly instead of pursuing the dispute resolution process, the district must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.
- (C) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's and Superintendent of Public Instruction's discretion in accordance with that provision of law and any regulations pertaining thereto.
- (D) The costs of the dispute resolution process, if needed, will be shared by the district and the State Board of Education.

Kingsburg Elementary Charter School District agrees to work to accomplish all tasks necessary to fully implement this charter. If the State Board of Education and Superintendent of Public Instruction believe they have cause to revoke this charter, they agree to notify the Board of Trustees of the district and grant the district reasonable time to respond to the notice and take appropriate corrective action prior to the revocation of the charter petition. If such an action takes place, Kingsburg Elementary Charter School District will revert back to Kingsburg Elementary Joint Union District.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission Policies and Procedures

The existing grade-level configuration of the district ensures a racial and ethnic balance that is reflective of the general population residing within the territorial jurisdiction of the district. The schools that comprise the district are philosophically and practically treated as one school on different sites. The schools, and the grade levels they serve, are as follows:

- Washington SchoolPre-school, Transitional Kindergarten, Kindergarten
- Roosevelt SchoolGrade 1
- Lincoln SchoolGrades 2-3
- Ronald Reagan SchoolGrades 4-6
- Rafer Johnson Junior HighGrades 7-8
- Island Community Day SchoolGrades K-8
- Kingsburg Community Charter ExtensionK-8

Admission to the district is open to all students within the boundaries of the district (and, for Kingsburg Community Charter Extension, students who reside in a district of any county contiguous to the boundaries of the district) per policy for inter-district enrollment as adopted by the Board of Trustees. If the number of students who wish to attend a school within the district exceeds the school's capacity, enrollment, except for existing pupils of the district, is determined by a public random drawing.

The requirements for admission shall be:

1. Student has satisfied all state required immunizations
2. Parent and student sign a compact indicating they will adhere to the elements of the charter agreement
3. Student has not previously been expelled from his/her former school and/or district for violations pertaining to health and safety codes

Out-of-district attendance requests shall be subject to review by the superintendent/designee regarding expulsion/suspension.

Kingsburg Elementary Charter School District

Non-Discrimination

The Kingsburg Elementary Charter School District is nonsectarian in its programs, admission policies, employment practices, and all other operations. The district shall not charge tuition and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

Public School Attendance Alternatives

No student residing within the district shall be required to attend schools of Kingsburg Elementary Charter School District. The district will ensure that a non-charter public school enrollment option is made available for any student residing in the Kingsburg Elementary Charter School District whose parents elect not to have the student attend a charter school. The option need only be for enrollment in any non-charter public school, not necessarily a specific non-charter public school that the parents may request, pursuant to Education Code Section 46600. (Attachments E & F)

Suspension/Expulsion Procedures

The district will maintain student discipline policies. These policies will be printed and distributed as part of the Parent/Student Handbook and will describe the expectations of the district for attendance, mutual respect, substance abuse, violence, safety, and work habits. Each parent and student will be required to verify, by signature, that they have reviewed and understand the policies.

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

The procedures for suspension and expulsion of Kingsburg Elementary Charter School District's students will comply as closely as feasible with the procedures identified in the California Education Code. The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. The School District will provide notification of any expulsions. The School District will account for suspended or expelled students in its average daily attendance accounting as provided by law.

In addition, Kingsburg Elementary Charter School District will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEA legislation. If a student with disabilities has an Individual Education Program (IEP) that includes disciplinary guidelines, the student will be disciplined according to these guidelines. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard district policies listed below.

The following are grounds for suspension and expulsion:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or Willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed. Code 48900(b)) Notification to police required for students in grades K-12.
- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed. Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed. Code 48900(d)) Notification to police required for students in grades K-12.

Kingsburg Elementary Charter School District

- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed. Code 48900(e)) Notification to police required for students in grades K-12.
- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed. Code 48900(h))
- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed. Code 48900(i))
- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed. Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed. Code 48900(k)) Notification to police required for students in grades K-12.
- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed. Code 48900(l)) Notification to police required for students in grades 4-12.
- **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12. (The definition of “Imitation Firearm” is a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed. Code 48900(m)).
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed. Code 48900(n)) Notification to police required for students in grades 4-12. (The definition of sexual assault includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.) The definition of sexual battery is the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4)).
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed. Code 48900(o))
- **Sexual Harassment:** Committed sexual harassment. (Ed. Code 48900.2) (The definition of sexual harassment is an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one’s academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12. The limitations are that the sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2, and only students in grades 4-12 are subject to suspension for sexual harassment.
- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed. Code 48900.3) Notification to police required for students in grades K-12. (The definition of hate violence is the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual’s “race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.”)

Kingsburg Elementary Charter School District

- Intentional Harassment: Created a hostile educational environment (Ed. Code 48900.4) (The definition of intentional harassment is the engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment).
- Terrorist Threats Against School Officials and/or Property: Committed a terrorist threat against school officials, school property or both (Ed. Code 48900.7) (The definition of a terrorist threat includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in: death; great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for: his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family).
- Electronic Signaling Device: Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)
- Hazing: Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed. Code 32050-32052)
- Vandalism/Malicious Mischief: Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds. Note: Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed. Code 48904).

The following are the procedures in cases where suspension may result:

Step One: The school site administrator/designee investigates the incident and determines whether or not it merits suspension. Searches: In order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a principal/principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. Illegally possessed items shall be confiscated and turned over to the police.

Step Two: The school site administrator/designee determines the appropriate length of the suspension (up to five school days). Note: A teacher may suspend a student only from his classroom for the day of the suspension plus the following school day.

Step Three: Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the principal/principal designee and student, in which the student shall be informed of the reason for the suspension, the evidence against him, and be given the opportunity to present his defense. At the time of suspension, a school employee will make a reasonable effort to contact the student's parents in person or by telephone. In the event that a teacher suspends a student, the teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible.

Step Four: School site administrator/designee fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form.

Step Five: School site administrator/designee determines whether the offense warrants a police report. State law requires Kingsburg Elementary Charter School District to report certain offenses to law enforcement authorities (Ed. Code 48902). If so, the police are called as soon as possible. In addition to the offenses listed under "Grounds for Suspension and Expulsion" that require a police report, school personnel are required, by law, to file a report to the police or a legal agency as follows:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury. (Ed. Code 48902)

Kingsburg Elementary Charter School District

- A non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school-applied first aid. (Penal Code 11166)
- A non-accidentally inflicted physical injury by any person upon any minor which requires any medical attention. A report must be made to police or a child protection agency. (Penal Code 11166)
- Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency. (Penal Code 11166)
- An attack or assault on, or the menacing of, any school employee by a student. (Ed. Code 44014)
- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel. (Ed. Code 48900(c))
- Acts of school misconduct in violation of court imposed conditions on probation. (Ed. Code 48267)
- Truancy of any student under court ordered mandatory attendance.

Step Six: The school site administrator/designee informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. The information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three years after receiving such notification or from the time the student returns to the school (Ed. Code 49079).

Step Seven: The school administrator/designee may require the student and his parent(s) or guardian(s) to sign a contract that states the conditions the student is expected to meet while at the school. Copies of the signed contract are kept by the school site, the student, and parent(s) or guardian(s).

Appeals Process: A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his school related offenses. Appeals must be made first in writing at the school level, and should be directed to the principal/principal designee. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days. After appeal at the school level, if further appeal is desired, the appeal should be made to the Kingsburg Elementary Charter School District and should be directed to the Assistant Superintendent for resolution with a written response within fifteen (15) school days. After appeal at the District level, if further review is desired, the appeal may be forwarded to the Kingsburg Elementary Charter School District's Board of Trustees for resolution with a written response within 20 school days. If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

The following are the procedures in cases regarding expulsion:

Definition: Expulsion is the involuntary removal of a student from all schools and programs of Kingsburg Elementary Charter School District for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the Kingsburg Elementary Charter School District's Board of Trustees.

In the event that a student is recommended for expulsion from Kingsburg Elementary Charter School District, he is entitled to a hearing and, among other things, advances written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918).

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. Kingsburg Elementary Charter School District will follow all due process procedures for Special Education students included in this document and in the Education Code.

The Kingsburg Elementary Charter School District Board of Trustees, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the

Kingsburg Elementary Charter School District

suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent(s) or guardian(s) in his child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Kingsburg Elementary Charter School District Board of Trustees' determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

Expellable Offenses include:

Category I – Mandatory Expulsion: Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts must be recommended for expulsion and the Kingsburg Elementary Charter School District Board of Trustees must expel the student.

- Possessing, selling or otherwise furnishing a firearm when an APS employee verified firearm possession,
- Brandishing a knife at another person,
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or
- Committing or attempting to commit a sexual assault or committing sexual battery

Category II – Mandatory Recommendation for Expulsion: Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;
- Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended: In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The Kingsburg Elementary Charter School District Board of Trustees' decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

Note: If the Administrative Review Panel chooses not to recommend the expulsion of the student, Kingsburg Elementary Charter School District administration may, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e))

Procedures in Cases Requiring the Extension of Suspension and/or Expulsion:

Step One: School site administrator/designee investigates an incident and determines whether the offense results in a suspension. If so, the administrator/administrator designee follows the procedures to suspend the student outlined above.

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension. The student and his/her parent(s) or guardian(s) are invited to attend this meeting with the Assistant Superintendent/designee. School site administrators and/ or teachers may also be present. At this meeting the offense and repercussions are discussed. An extension of the suspension may be granted only if the Assistant

Kingsburg Elementary Charter School District

Superintendent/designee has determined that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed and understood by all parties.

Step Three: A letter from Kingsburg Elementary Charter School District is sent to the student and parent(s) or guardian(s) regarding the expulsion hearing. This letter notifies the student and parent(s) or guardian(s) when and where the expulsion hearing will take place and the rights of the student with respect to the hearing as provided under Ed. Code 48918. The expulsion hearing must occur within thirty days of the offense, unless the student and parent(s) or guardian(s) request a postponement.

Step Four: The school site administrator/designee files papers that are available for review by the student and parent(s) or guardian(s). These papers may include, but are not limited to, the following: A record of student attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by a site administrator/designee; a statement of the facts surrounding the case made by witness(es).

Step Five: The student and his advocate prepare their presentation to the expulsion hearing board and, if necessary, subpoena witnesses. The student's advocate is any person (attorney, or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing.

Step Six: An expulsion hearing is held. The hearing will follow the procedures identified in Ed. Code 48918. This hearing cannot be held within less than ten days from when the letter in Step Three is mailed in order to give the student and his advocate time to prepare for the hearing unless the student and family/guardian waive their rights to ten days' notice. The Kingsburg Elementary Charter School District Superintendent will appoint an Administrative Review Panel consisting of three or more certificated persons, none of whom is a member of the Kingsburg Elementary Charter School District Board of Trustees or employed on the staff of the school in which the pupil is enrolled, to hear the case. A record of the hearing will be made and, if necessary, a translator will be present at the expulsion hearing.

Step Seven: Within three school days after the hearing, the Administrative Review Panel shall determine whether to recommend the expulsion of the pupil to the Kingsburg Elementary Charter School District Board of Trustees. If the Administrative Review Panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. The decision not to recommend expulsion shall be final.

Step Eight: If the Administrative Review Panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Kingsburg Elementary Charter School District Board of Trustees. All findings of fact and recommendations shall be based solely on the evidence presented in the hearing.

Step Nine: The Kingsburg Elementary Charter School District Board of Trustees meets and decides whether or not to approve the Administrative Review Panel's recommendations. If the Kingsburg Elementary Charter School District Board of Trustees accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the Administrative Review Panel or upon the results of any supplementary hearing conducted pursuant to Ed. Code 48918 that the Kingsburg Elementary Charter School District Board of Trustees may order. The decision of the Kingsburg Elementary Charter School District Board of Trustees to expel a pupil shall be based upon substantial evidence relevant to the charges presented at the expulsion hearing or hearings. An alternative school placement for the student will be arranged if the student is expelled for any length of time.

Step Ten: The Administrative Review Panel, or Kingsburg Elementary Charter School District Board of Trustees may require the student and his parent(s) or guardian(s) to sign a contract that states the conditions that the student must meet in order to remain or be re-admitted to the school. Copies of the signed contract are kept by the school site, the student and parent(s) or guardian(s) and the Kingsburg Elementary Charter School District's District Office. The student's compliance with the contract is reviewed periodically by a school administrator/designee.

Steps to Appeal: All decisions to expel are final, but may be appealed to the Fresno County Office of Education's Board of Education. The appeal process is enumerated in Education Code Section 48919 and a statement of rights is given in writing to parent(s) or guardian(s) for students that have been expelled.

VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Budget

The district’s superintendent, the business manager, and the principals/directors annually develop a balanced operating budget to be approved by the Board of Trustees as a part of the annual budgetary process. The district’s independent auditor annually conducts audits of the fiscal operation. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office Management and Budget Circulars. The district will comply with Fresno County Office of Education audit and accountability practices, though it will retain its rights under the parameters of Charter School law. Any disputes regarding the resolution of audit exceptions and/or deficiencies will be referred to the dispute resolution process contained in step V.

Financial Reporting

The accounting of the district’s budgets, revenues, and expenditures are conducted in accordance to the district’s Board of Trustees’ Policies and Administrative Regulations. The district contracts an independent auditing firm to conduct the annual audit of fiscal and programmatic operations and report finding to the Board of Trustees. The district complies with state financial reporting regulations by submitting the 1st and 2nd interim report, unaudited actuals, end of year projection, and budget report. These reports are submitted to CDE through the county office of education which monitors the fiscal health of the district in accordance with applicable provisions of state law, generally referred to as Assembly Bill 1200 (Chapter 1213, Statutes of 1991).

Insurance

The district purchases general liability insurance, workers compensation insurance, and other necessary coverage through carriers approved by the district’s Board of Trustees.

Administrative Services

The district is governed by the district’s Board of Trustees. The superintendent and business manager are responsible for managing the district under policies and regulations adopted by the Board of Trustees. Services that are administered include but are not limited to: financial, management, personnel services, payroll, maintenance/operations, transportation, food services, special education, and curriculum and instruction.

Facilities

Kingsburg Elementary Charter School District consists of 7 school sites all within the town of Kingsburg:

Washington School 1501 Ellis Street	Rafer Johnson Junior High & District Office 1310 Stroud Ave.
Roosevelt School 1185 10th Street	Island Community Day School 1778 6 th Ave. Dr.
Lincoln School & Operations/Maintenance Building 1900 E. Mariposa Street	Kingsburg Community Charter Extension School 1776 6th Ave. Dr.
Ronald Reagan School 1180 Diane Avenue	

As the community of Kingsburg continues to grow, the enrollment of the school district will grow also. This charter petition will allow the district to expand its facilities through land purchases and/or building projects to meet the expansion needs, both present and future, of the Kingsburg Elementary Charter School District.

Transportation

Kingsburg Elementary Charter School District provides home-to-school transportation for those students who reside within the district’s geographic boundaries. The district transportation system functions under the guidelines of the California Department of Education’s Office of School Transportation. Students who reside outside the district are responsible for transportation to and from school.

Audits

Kingsburg Elementary Charter School District

Kingsburg Elementary Charter School District will adhere to the Board of Trustees' Policies and Administrative Regulations, and participate in the board's annual audit of fiscal and program operations.

The Board of Trustees oversees the selection of an independent auditor. The qualifications for an auditor are described in a request for proposal. The scope of the audit is as follows:

- Verifies the accuracy of the district's financial statements, attendance, and enrollment accounting practices, and reviews the district's internal controls.
- The audit is conducted in accordance with generally accepted accounting principals, the standards established by the Government Accounting Standards Board (GASB), and applicable provisions of the current edition of Standards and Procedures for Audits of California K-12 Local Educational Agencies (issued annually).
- As required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable office of Management and Budget Circulars.
- Completion of the audit should be within six months of the close of the fiscal year and before December 15th.
- Copies of the audit are to be given to the district business manager and are presented to the Board of Trustees at a regularly scheduled board meeting, following which copies are duly filed with state and local agencies as required by law.
- Audit exceptions or deficiencies are reported to the Board of Trustees with recommendations on resolving the exceptions.
- It is the responsibility of the district to resolve exceptions or deficiencies.

Closure Protocol

Kingsburg Joint Union Elementary School District has been a public school since 1874. If the charter becomes inoperative, the district reverts to non-charter status. Notice of the change in status will be provided to all interested and concerned parties, including but not limited to, students and their families, employees, the Fresno County Office of Education, and the State Board of Education and State Superintendent of Public Instruction (through the California Department of Education). Student records will continue to be maintained on site as usual.

School Management Contracts

Kingsburg Elementary Charter School District does not contract out for business services. All business office personnel are district employees.

VIII. IMPACT ON THE CHARTER AUTHORIZER

As of June 30, 2011, the Kingsburg Elementary Charter School District will have operated as an all-charter district for 3 consecutive five-year periods. During that period, the district does not believe its charter status per se has resulted in any major workload to the charter authorizer (i.e., the State Superintendent of Public Instruction and State Board of Education, served by the staff of the California Department of Education). The district foresees no increase in the authorizer's workload if the charter is renewed for a fourth five-year period (i.e., to June 30, 2016).

A key way in which the district assists the authorizer is an annual self-review and evaluation conducted under the auspices of the Board of Trustees. This process includes, but is not limited to, the following areas:

- Program content
- Student progress
- Management
- Budget
- Future plans

With the approval of the Board of Trustees, State Superintendent of Public Instruction, and State Board of Education, the charter will be renewed for a five-year period, from July 1, 2011, to June 30, 2016. The charter will be consistently operative during that time unless terminated by the Board of Trustees or revoked by the State Superintendent of Public Instruction and the State Board of Education.

Kingsburg Elementary Charter School District

If changes to the approved charter are contemplated, the district will confer with the California Department of Education (as the representative of the charter authorizer) to determine if the proposed changes constitute material revisions. If the changes are material revisions, they must first be approved by a majority of the district's teachers and by the Board of Trustees. Upon such approval they must be submitted for approval by the State Superintendent of Public Instruction and the State Board of Education.