

**Application for a Charter to Establish
Natomas Pacific Pathways Prep Elementary School (NP³ ES)
as a California Public Charter School**

**Submitted to
The Natomas Unified School District
November 18, 2015**

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(To be approved by separate resolution.)

School Location

This charter authorizes the operation of NP³ ES as a charter school that will operate at one site within the geographic boundaries of Natomas Unified School District, as authorized pursuant to Education Code § 47605.

ASSURANCES

As the authorized representatives of the applicant, the P20 Consortium, we hereby certify that the information submitted in this application for a charter for Natomas Pacific Pathways Prep Elementary School (“NP³ ES” or “Charter School”) located within the boundaries of the Natomas Unified School District is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that, if awarded a charter, NP³ ES:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code § 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. Education Code § 47605.6(d)(1)]*
2. Will be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act. *[Ref. Education Code § 47605.6(b)(5)(M)]*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. Education Code § 47605.6(e)(1)]*
4. Will not charge tuition. *[Ref. Education Code § 47605.6(e)(1)]*
5. Will admit all students who wish to attend the school and who submit a timely application, unless the 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 random lottery process and application of public criteria. *[Ref. Education Code § 47605.6 (e)(2)(B)]*
6. Will not discriminate against any student on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. *[Ref. Education Code § 47605.6(e)(1)]*
7. Will adhere to all applicable provisions of federal law related to students with disabilities including, but not limited to, § 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, necessary professional credentials. *[Ref. Title 5 California Code of Regulations § 11967.5.1(f)(5)]*

9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing credential, permit, or other document equivalent to that which teachers in other public schools are required to maintain.

I. INTRODUCTION AND FOUNDING GROUP

Introduction

Natomas Pacific Pathways Prep Elementary School (NP³ ES) educates students in grades K-5. The school offers an academic and co-curricular program that appeals to students in Natomas and the Sacramento area.

NP³ ES is committed to academic excellence and a comprehensive program that will engage a diverse student population—at least as diverse as the Natomas and California populations generally. Key to the program will be a small school environment where students will know and be known individually by their teachers and staff, high expectations, a college-culture, rigorous and analytical coursework, and opportunities to build sustained and intense relationships with others.

NP³ ES may expand to an enrollment of 500 in grades K-5.

Founding Group — Description, Experience & Relationships

The founding group for NP³ ES is the P20 Consortium, a non-profit corporation organized under the laws of the State of California.

The P20 Consortium was organized to form a structure where professional schools, colleges, and universities can work collaboratively with P12 educators in ways that will result in an exemplary education for disadvantaged and underrepresented youth, an expanded pool of qualified applicants along the education pipeline, and increased diversity in colleges and in the professions. More specifically, the P20 Consortium seeks to increase students' educational aspirations, their persistence in school, and their academic achievement. To these ends, the P20 Consortium works with local schools and educators, state organizations, and a national consortium of similarly interested cross-education teams involving law schools, medical schools, schools of education, two year colleges, P12 institutions, and other education leaders and policy makers.

As an informal organization, the P20 Consortium has already successfully worked locally with a small law-themed model school on curriculum development and implementation, regionally with the State Bar of California to develop a series of pipeline initiatives involving the bench and bar in ongoing school relationships, and nationally with a consortium of

similar professional school/college/P12 teams, including those that have comprehensive, integrated pipeline programs and those that operate themed charter schools.

As part of the P20 Consortium, teachers, students, and staff in NP³ ES will have the opportunity to work with high school and college students, teachers, counselors, and principals affiliated with the P20 Consortium, as well as with such educational organizations and leaders as the Johnson Foundation, the Education Commission of the States, ETS, the College Board, the Law School Admission Council, the American Bar Association, the Santa Anna P18 Partnership, and others in the consortium's national network, which is known as the Wingspread Consortium named for the Johnson Foundation facilities in Racine, Wisconsin, where the group first met in 2003.

Operation of NP³ ES will be delegated by the P20 Consortium to a separate Board of at least five members that will include representatives of the P20 Consortium, and the broader community. It is anticipated that the Board will employ an experienced principal, counselor and teachers, with specific experience with goals similar to those articulated for Natomas Pacific Pathways Prep High and Middle Schools. The governance structure for NP³ ES is described in detail in Section IV of this application.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission and Educational Philosophy

The mission of NP³ ES is to work with the Natomas Unified School District in a collaborative effort to reach out to students in Natomas and Sacramento County and neighboring counties who are underrepresented in the professions and to then move these students successfully along the pipeline from Elementary school to middle school, high school to college and into professions and positions of leadership.

The goal of NP³ ES is to engage these students of diverse backgrounds in their education; to encourage their persistence and success in a rigorous academic curriculum and co-curricular program, to provide students with rigorous and interactive learning activities; and to foster a culture of learning that leads to a successful K - 12 experience, matriculation to college, graduate or professional education, and adulthood as an engaged citizen and leader.

Equally important to the mission and goals of NP³ ES is the establishment of a safe learning environment that fosters ongoing relationships with caring and involved adults through mentoring and internships, as well as through the regular school environment. By focusing on rigor, relationships, and exposure to expanded horizons, NP³ ES will develop educated citizens for the 21st century who can think analytically and be constructively engaged in critical issues.

Students should have the academic skills, the subject matter knowledge and understandings, and the personal skills to be successful in middle school, high school and beyond, as well as the motivation and competencies to be lifelong learners. Central to the success of the school is the belief that all students who are given the opportunity to engage in a rigorous curriculum can achieve high academic standards, even though they may enter elementary school with different strengths, weaknesses, and life experiences.

Students To Be Served

NP³ ES will target a diverse group of students in grades K-5 who are representative of the demographics of the Natomas community and the State of California.

Curriculum and Instructional Design

The instructional approach of NP³ ES is site-based. It offers remedial approaches where necessary. Coursework will be geared to California standards. Instructional design will encompass both curricular and co-curricular activities, and it will involve both traditional and creative teaching methods.

OVERVIEW OF THE EDUCATIONAL PROGRAM

Natomas Pacific Pathways Prep Elementary School (NP³ ES) provides students and parents living within Natomas and Sacramento County the opportunity to participate in an innovative, research-based elementary school program focused on:

- Preparing students with the subject knowledge, skills and understanding to contribute to their communities.
- Developing the personal skills students need to be successful.
- Helping students develop learning structures they can apply in a variety of situations.
- Preparing students to become life-long learners.
- Ensuring that students have mastered grade level standards by the time they attend middle school.

How Learning Best Occurs

Learning best occurs in a student-centered environment where the teachers involve and challenge the students with issues that the students regard as important and meaningful.

NP³ ES will provide:

- A safe and nurturing environment.
- An environment where diversity is celebrated (ethnic, racial, cultural, philosophical, and/or individual).
- An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, critical thinking, music, art, science, and technology.
- A school that treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students.
- An educational experience that prepares pupils for successful learning opportunities and prepares them for successful college and/or careers.
- A haven where students can build sustained and caring relationships with their fellow students, teachers, and community members.
- An environment where all school community members (students, teachers, parents, community volunteers, and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization.
- Programs that support tiered instruction and activities that allow for multidisciplinary learning coupled with alternative responses and solutions.

Learning will best occur when:

- Focus is placed on individual personalized learning, which can provide flexibility for the students to pursue their intellectual interests.
- Parents are actively involved as participants in support of their child's education.
- Community volunteers are actively engaged in the education and development of youth in their community.
- Students, teachers, and parents understand the metrics for success and share high expectations for success.
- Students receive tiered instruction and are involved in activities that allow for alternative solutions.
- Teaching methodologies encourage students to think creatively and critically.
- Technology is integrated into the curriculum as a tool to help students achieve academic success.

Developmentally responsive elementary schools are characterized by:

- a shared vision among all stakeholders
- educators committed to children's learning
- a positive school climate
- an adult advocate for every student
- family and community partnerships
- high expectations for all

They do this by providing:

- a curriculum that is challenging, integrative, and exploratory
- varied teaching/learning approaches
- assessment and evaluation that promote learning
- flexible organizational structures
- programs and policies that foster health, safety, and wellness
- comprehensive guidance and support services

An "Educated Person" in the 21st Century

NP³ ES will endeavor to enable its students to receive educational experiences that will prepare them for middle school, high school, college, leadership, and life. NP³ ES shall promote students with the skills and attributes that are critical for all 21st Century learners.

To be a well-educated person of the 21st Century, one needs

- To think creatively and critically, to have problem-solving skills, and to develop learning and reasoning skills to prepare for lifelong learning
- To be able to set short- and long-term goals
- To have a deep understanding of the humanities, sciences, and arts
- To be capable of using technology as a tool in the pursuit of continued learning
- To be an exceptional communicator in many forms of communication

- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty

The attributes of an educated person in the 21st Century include:

- Literacy and appreciation of the arts, science, mathematics, and history
- Understanding the scientific and mathematical processes
- Ability to gather and organize information and critically assess data
- Ability to think critically, analytically, creatively, and logically
- Ability to communicate complex ideas
- Ability to work with people of various backgrounds

A Standards Based Curriculum

NP³ ES will provide students with a standards based curriculum that is aligned to the California State Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects and Mathematics.

English Language Arts

The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, and NP³ ES will develop a curriculum that emphasizes literacy across all content areas. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. By the time students complete the 5th grade and are ready to advance to middle school they will be able to do the following:

Reading

Key Ideas and Details

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas:

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:

Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Writing**Text Types and Purposes:**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5)
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge:

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing:

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas:

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Mathematics

Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. By the time students complete the 5th grade and are ready to advance to middle school they will be able to do the following:

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.

- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Plans for Particular Groups of Students

As indicated in the four subsections that follow, NP³ ES is cognizant of its legal obligations to serve all students, including academically high and low achieving students, students who are English language learners, and special education students who need accommodations and/or special services defined by federal and state legal requirements. Within the context of an academically oriented culture and high academic expectations, NP³ ES integrates these students into its programs as often as feasible, and it contracts with the district as appropriate in order to evaluate and meet their needs.

Plan for Students Who Are Academically Low Achieving

NP³ ES is committed to the academic success of all students and believes that all students can achieve high standards, even though they may enter NP³ ES with different strengths, weaknesses, and life experiences. In collaboration with analogous efforts within Natomas Unified School District, the teachers, counselor, and principal in NP³ ES will provide the following instructional services for students who are achieving below grade level in their academic studies:

- Differentiated instruction within classes to address the individual needs of low achieving students
- Focused instruction on basic skills, particularly literacy and numeracy
- Individualized learning plans
- Tutoring and mentoring programs focused on academic skills
- Extended day activities for strengthening students' academic skills

Students at NP³ ES are not excluded for academic underperformance, but the school may adopt a retention policy to ensure high standards and academic success for all students.

Plan for Students Who Are Academically High Achieving

In collaboration with analogous efforts within Natomas Unified School District, the teachers, counselor, and principal at NP³ ES provide the following for students who are achieving above grade level in their academic studies:

- Differentiated instruction within classes to address the individual needs of high achieving students
- A mentor program
- Enrichment activities targeted toward the student's interests

Plan for Students Who Are English Language Learners

Given the commitment of NP³ ES to rich cultural diversity in its student enrollment, the school is likely to enroll a greater proportion than most schools of students for whom English is a second language. The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The teachers, counselor, and principal at NP³ ES will, therefore, make special efforts to ensure the academic success of these English language learners and teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of EL students.

A. Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

B. CELDT Testing

The Charter School will provide all students who indicate that their home language is other than English with the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used

to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

The Charter School will also provide the following for these students:

- All applicable legal requirements relative to Home Language Surveys, annual notification to parents, student identification, and appropriate student placement
- Access to both the school's core curriculum and to special structured English immersion instruction
- Annual assessments to ensure that students are receiving proper instruction
- Qualified teachers who are prepared to work with English language learners
- Opportunities through standardized testing and other assessments for students to be reclassified to Fluent English Proficiency (FEP)
- Ongoing monitoring and evaluation of the programs and activities targeted to English language learners

In summary, the professional staff at NP³ ES will work with their colleagues in Natomas Unified School District to develop and implement policies and practices that will ensure proper placement, instruction, evaluation, and communication with English language learners and their parents.

Plan for Special Education Students and Section 504

NP³ ES pledges to collaborate with Natomas Unified School District to ensure that all students are served in accordance with applicable federal and state laws, including all laws affecting individuals with exceptional needs: all provisions of the *Individuals with Disabilities Education Improvement Act (IDEIA)*, § 504 of the *Rehabilitation Act of 1973* (§504), and the *Americans with Disabilities Act (ADA)*. All students will have equal access to the school, regardless of disabilities, and the school will not discriminate against any student based on his or her disabilities. The school will not require modification of an IEP or 504 plan as a condition of enrollment, but may modify the plan consistent with applicable law thereafter.

Pursuant to Education Code § 47641(b), NP³ ES will be deemed to be a public school of the District for purposes of compliance with the IDEIA. A child with disabilities attending the school will receive special education instruction and related services in accordance with the IDEIA or as appropriate and in the same manner as a child with disabilities who attends another school in the District as set forth below.

A. The Charter School assumes primary responsibility, and will fully cooperate with the District, in identifying any student with special needs, including all students who seek enrollment at the Charter School or who are enrolled in the Charter School, and in convening annual IEP's. The District shall be responsible for all other IDEIA obligations and responsibilities not assigned to the Charter School in this Charter or

in a Memorandum Of Understanding (“MOU”) with the District for students enrolled in the Charter School.

B. The Charter School’s staff trained in special education shall be responsible for identifying and referring Charter School students to the District who have or may have exceptional needs that qualify them to receive special education and/or related services from the District while enrolled at the Charter School. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are identified. The Charter School shall work cooperatively with the District to provide services to pupils with exceptional needs at the Charter School. The Charter School shall notify the District’s Executive Director of Special Education or designee as soon as practicable of any and all pupils who seek to enroll or who are dropped from enrollment, and who had an IEP in the current or previous year, or who have a record of having ever received special education services. To this end, the Charter School shall require students enrolling in the Charter School to indicate whether they have, or have ever had, an IEP.

C. The District shall be responsible for evaluating and assessing Charter School students identified by the Charter School who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are referred to the District for evaluation and assessment. If during the pre-placement evaluation and assessment, or any subsequent IEP, it is determined by the IEP team that the Charter School is not an appropriate placement for a student with exceptional needs, the student will be referred to the District, or the pupil’s district of residence, for placement in an appropriate program that meets the needs of the student.

D. The District shall be responsible for developing, maintaining, and reviewing the form and format, as required by the District’s Special Education Local Plan Area, of all written IEP’s for students who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to collaborate with the District in ensuring that IEP’s are implemented for all students with exceptional needs who are enrolled in the Charter School.

E. The District shall retain all special education funds of the Charter School for services to special education pupils (i.e., “special education funding allocation”). In addition, the Charter School shall pay to the District a special education general fund encroachment fee as stated in the parties’ MOU.

F. The District shall address, respond, and/or investigate complaints received under the District's Uniform Complaint procedure involving Charter School students receiving special education and related services from the District. The Charter School shall cooperate with the District in responding to such complaints as deemed required by the District.

G. The District may initiate and shall defend against due process hearings involving any Charter School student receiving special education and related services from the District in accordance with federal and State law. In the event any due process hearing is filed against the District, the District, as the LEA providing special education to Charter School students, shall be responsible for the District's costs associated with filing for or defending against the due process hearing, except as set forth in the MOU between the District and Charter School. In the event the Charter School elects to be represented separately by legal counsel for any due process hearing, the Charter School shall be solely responsible for the Charter School's costs.

H. The Charter School shall be solely responsible for complying with all requirements of Section 504 of the Rehabilitation Act, including but not limited to, holding Student Study Team meetings, developing and implementing Section 504 Accommodation Plans, and responding to complaints filed with the Office of Civil Rights.

Finally, for purposes of § 504/ADA, Natomas Unified School District will ensure that all facilities used by NP³ ES are accessible to students with disabilities as required by law.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Measurable Student Outcomes

When students leave NP³ ES, they will possess the following knowledge and demonstrate the following skills:

Core Skills

The following core skills will be embedded into the curriculum and organizational framework.

Literacy

- Determine the meaning of words as they are used in text
- Understand theme and summarize stories and informational texts
- Compare and Contrast stories
- Produce clear and coherent written documents
- Edit documents effectively, with guidance
- Engage in effective verbal communication one on one and in small groups
- Present reports and information to your peers

Numeracy

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Social Skills/Work Habits

- Prioritizes tasks effectively
- Organizes work effectively
- Accomplishes tasks efficiently
- Follows through on commitments
- Engages effectively in a range of discussions with peers and adults

Civic – Minded/ Service Learning

- Works well with a diverse range of people and makes them feel valued
- Interacts with others in a direct, respectful and thoughtful manner
- Strives to understand different perspectives
- Works well with other teams

Content Knowledge

- Students will demonstrate the ability to understand and express ideas, and they will demonstrate grade level proficiency in reading, writing, speaking, listening, and presenting.
- Students will be able to demonstrate an understanding of scientific concepts and knowledge.
- Students will understand and be able to apply developmentally appropriate social, historical, and geographical knowledge.
- Students will demonstrate the ability to reason logically, understand and apply mathematical processes and concepts, and apply major strands of mathematical learning.
- Students will understand that a healthy lifestyle, physical fitness, and nutrition contribute to personal well-being.

The teachers, counselor, and principal at NP³ ES will continue to examine and refine this list of student outcomes, so that it reflects both the school's mission and any changes in state or local content standards and standardized testing requirements.

Annual Goals and Pupil Outcomes For All Groups Served

Pursuant to Education Code section 47605(b)(5)(A)(ii), and no later than , July 1, 2016 prior to commencing instruction in the 2016-17 school year, the Charter School shall provide to the District a description of the Charter School's annual goals 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. The Charter School may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

The following goals shall apply for the 2016-17 school year.

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
<p>State Priority #1 Basic Services. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - The Charter School will ensure all core teachers possess appropriate credentials as defined by law <ul style="list-style-type: none"> - The Charter School will select instructional materials from the State Board approved instructional materials list and ensure adequate copies are available for each student enrolled in the class. - The Charter School will ensure facilities provide an environment that facilitates learning. 	<ul style="list-style-type: none"> - Pre-employment qualification reviews - Recruitment Strategies - Develop and approve master schedule - Implement Instructional materials adoption cycle and finalize the Charter School’s Curriculum Matrix - Allocate sufficient resources to instructional materials budget - The Charter School will adhere to all codes, regulations and District policies. - The Charter School will adopt and implement a School Safety and Emergency Preparedness Plan.
<p>State Priority #2 Implementation of Common Core State Standards. Implementation of Common Core State Standards (CCSS) for all students including EL students to gain academic content knowledge and English language proficiency</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - English language arts and Mathematics courses will be aligned to CCSS - History/Social Science, Science and Technical courses will be aligned to CCSS ELA and Literacy in History/Social Science, Science and Technical subjects. 	<ul style="list-style-type: none"> - All students, including EL students, will be enrolled in a broad course of study that is aligned to CCSS. - Teachers may be trained and given time to ensure curriculum and lesson plans are aligned to CCSS. - Teachers may submit UbD unit plans, aligned to CCSS. - Teacher evaluations may include assess for alignment of course curriculum to the CCSS.

State Priority #3 Parental Involvement. Efforts to seek parent input and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - The Charter School's parents will complete annual Parent Survey. - A Parent Council may be established and meet regularly. - The Charter School may conduct a Town Hall Forum each semester. - Parents will be notified of opportunities to get involved in the Charter School and their student's education. 	<ul style="list-style-type: none"> - Create and disseminate annual Parent Survey. - Send reminders to parents to complete the survey via multiple modes of home-to-school communication. - The Charter School will implement effective modes of home-to-school communication to inform parents of Town Hall and opportunities for involvement (ie: webpage, parent portal message board, automated phone calls, flyers home, email list serves, newsletter, Orientation, etc) - Opportunities for Parent/Family volunteer service will be included in enrollment documents, student/parent handbooks, and Orientation information.

State Priority #4 Student Achievement. The Charter School will measure student achievement by all of the following, as applicable:

- A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- D. EL reclassification rate

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - The Charter School will administer all required statewide assessments (ie: CAASPP, CELDT, etc) - Charter School students, and subgroups of students, will meet or exceed average performance levels of students, and subgroups of students, statewide on statewide assessments. - Charter School ELs will make progress toward English language proficiency at a rate that meets or 	<ul style="list-style-type: none"> - Create and implement a schoolwide assessment calendar to ensure all assessment timelines (ie: ordering, pre-id files, communication to parents, etc) are met. - Train staff and teachers on administration and proctoring of statewide assessments. - Data-driven Professional development for staff to reflect and refine on instructional strategies to improve student achievement. - Data-driven intervention for students who are performing below grade level. - Professional development for staff on

<p>exceeds average English language proficiency progress of students statewide.</p> <ul style="list-style-type: none"> - The Charter School will achieve an EL reclassification rate that appropriately meets or exceeds average statewide reclassification rates. 	<p>GLAD, SEI, SDAIE strategies.</p> <ul style="list-style-type: none"> - Ensure teachers serving EL students meet or exceed credentialing requirements.
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State Priority #5 Student Engagement. To be measured by all of the following, as applicable:
 A. School attendance rates
 B. Chronic absenteeism rates
 C. School dropout rates (EC §52052.1(a)(3))

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - Charter School students will meet or exceed the District’s attendance rate expectation. - The Charter School will have a dropout rate equal or better than the District. 	<ul style="list-style-type: none"> - Attendance expectations will be articulated in the Student Handbook and at Orientations, prior to students enrolling at the Charter School. - Attendance protocols will be clearly articulated and communicated to parents in multiple ways. - Students who are struggling with attendance will develop an Intervention Action plan with the Principal or designee to resolve the attendance issue. - Implement an Rtl model that promotes early identification and early intervention for Elementary school students (or any student) who are struggling, academically, behaviorally, or with attendance. - The Principal or designee will develop an Intervention Action Plan with the struggling student to address attendance issues. - Promote student involvement in their school community through school events, clubs, enrichment activities, etc so students feel a sense of

connectedness and community.

State Priority #6 School Climate. To be measured by all of the following, as applicable:
 A. Pupil suspension rates
 B. Pupil expulsion rates
 C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - The Charter School will maintain pupil suspension rates equal or lower than the District. - The Charter School will maintain pupil expulsion rates equal or lower than the District. - The Charter School will administer an annual Parent Survey. - The Charter School will administer an annual Staff survey. 	<ul style="list-style-type: none"> - Articulate and communicate behavioral expectations to parents and students in Student Handbook and Orientation materials, prior to enrollment. - Implement an Rtl model that promotes early identification and early intervention for struggling students. - Implement Intervention Action plans and develop strategies to rectify behavior. - Develop and Administer annual Parent Survey. Share key findings with stakeholders. Use findings to refine program and goals for the following school year, as appropriate. - Develop and Administer annual Staff Survey. Share key findings with stakeholders. Use findings to refine program and goals for the following school year, as appropriate.

State Priority #7 Course Access. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades K to 5: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(k))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - Develop and adopt Elementary School Course catalog containing course descriptions for a broad course of study. - Create and staff a master schedule 	<ul style="list-style-type: none"> - Master schedule planning to begin early each spring, to ensure adequate time and resources to accommodate for facilities, staffing and curriculum needs.

<p>that allows all students appropriate access to a broad course of study.</p> <ul style="list-style-type: none"> - Develop supplemental instructional supports for EL and SpEd students, as appropriate. 	<ul style="list-style-type: none"> - Offer intervention and supplemental supports to EL students and SpEd students (ie: speech therapist, resource specialist, assisted technology, etc).
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State Priority #8 Other Student Outcomes. Other indicators of student performance in required areas of study will be measured and may include performance on other exams.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in core academic subjects 	<ul style="list-style-type: none"> - The Charter School will continue to provide current curriculum design and comprehensive professional development.

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

State Content Standards and Standardized Testing

The academic curriculum in NP³ ES will consist of the basic concepts, content goals, and skills instruction reflected in the California State Standards in English/language arts, science, mathematics, and history/social science. Academic skills and concepts proposed by the California State Frameworks will be linked directly and specifically to concepts and themes taught in the classroom. The school is also dedicated to documenting each year student achievement of these state content standards and measurable academic growth as evidenced by scores on state-mandated tests annually.

Attendance

A major goal of NP³ ES will be to achieve an equivalent or better attendance rate than that achieved in comparable schools in the state and in the Natomas Unified School District.

Academic Yearly Progress Indices

It is the goal of NP³ ES to achieve adequate Annual Yearly Progress (AYP) as may be required under the *No Child Left Behind Act*.

Methods of Assessment

The academic progress of students enrolled in NP³ ES will be measured in a variety of ways, including the following:

- Traditional course assignments, tests, and grades
- Special in-class demonstrations, speeches, presentations, and project-based learning products
- The English Language Development Test
- Physical Fitness performance tests
- California CAASPP

Use and Reporting of Data

The NP³ ES School Board will compile and provide an “annual performance report” to the Natomas Unified School District Board of Education. The two boards will jointly determine the content, evaluation criteria, timelines, and process for preparing and presenting this annual performance report, but, at a minimum, the report will include the following:

- Summary data that document student progress toward the academic goals and outcomes of NP³ ES.
- An analysis of the extent to which student performance is meeting these goals. This analysis of student performance data will be displayed both school-wide and by disaggregated categories to the extent feasible without compromising student confidentiality.
- A summary of major curricular and instructional decisions and policies established by the NP³ ES School Board.
- Data regarding the number and qualifications of the teachers, counselor, and principal at NP³ ES.
- A copy of the school's health and safety policies and a summary of any major changes in these policies during the year.
- A review of strategies and materials that NP³ ES has used during the year to achieve an economically, racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number of students on waiting lists, and the number of students suspended or expelled.
- Analysis of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of any disputes and complaints that arose during the year.
- Any other relevant information regarding the school's educational program and its administrative, legal, and governance operations that are directly relevant to the terms of the school's charter.

In addition to using this annual performance report to assess the work of NP³ ES, the two boards will also jointly develop a site visitation protocol that will enable the district to

gather additional information needed to confirm the school's performance and compliance with the terms of its charter. Both boards will use the report and visitation to evaluate and improve as necessary the educational program in NP³ ES and its day-to-day operations.

Finally, pursuant to the state's Education Code, NP³ ES will routinely submit all financial reports required under § 47604.33 and § 47605(m), and it will respond promptly to all reasonable inquiries from the district, including, but not limited to, inquiries regarding its financial records.

IV. GOVERNANCE STRUCTURE OF THE NATOMAS PACIFIC PATHWAYS PREP ELEMENTARY SCHOOL

The School's Organizational and Administrative Structure

The Charter School is a locally funded independent charter school operated by P20 Consortium ("Corporation"), a California nonprofit public benefit corporation. Accordingly, the District shall not be liable for the debts and obligations of the Charter School pursuant to Education Code section 47604(c). The organizational and administrative structure of NP³ ES includes a school board, a school principal, a counselor, a staff of credentialed teachers, one or more other staff members, and approximately 500 students divided across grades K-5.

The School Board

The governing body for NP³ ES will be the currently existing NP³ Board of Directors, consisting of at least a five member school board. The board members will include representatives of the P20 Consortium Board of Directors, and educational and community leaders in Natomas and Sacramento. All board members will be expected to advance the school's commitment to diversity, high academic expectations, and significant, sustained educational relationships, and their major responsibility will be to ensure that the mission and goals of NP³ ES are reflected in its organizational and administrative structure, its student body, and its educational outcomes.

Notwithstanding any rule, regulation, provision, or Corporation Bylaw to the contrary, the Charter School's Board Members and the Charter School shall at all times and in all respects comply with the Ralph M. Brown Act, the Public Records Act, and all conflict of interests laws generally applicable to the District's Board of Trustees, including but not limited to, Government Code section 1090 and the Political Reform Act.

The board of NP³ will consist of at least five members, including a member of the Board of Directors of the P20 Consortium, two community representatives, and a high school student representative. Additional representatives may be appointed by the Board including two additional members, an NP³ ES parent or guardian and a community member. These two additional board members will be selected by the board upon the recommendation of appropriate constituencies. When selecting community representatives, the NP³ school board will look for expertise in school administration and operation, teaching, business, accounting, law, and fund-raising.

The board will meet on a regular basis on a schedule that it will determine each year, but it will typically meet at least once every two months to set policies and monitor procedures that are essential to the school's smooth operation. The specific responsibilities of the board will include, but are not limited to, the following:

- Hire and evaluate the principal of the school.
- Approve the annual school calendar and the annual schedule of board meetings.
- Hire the school's instructional and other staff upon the recommendation of the principal.
- Adopt and monitor implementation of human resource policies related to compensation, career development, and staff personnel discipline, including suspension or dismissal.
- Approve and periodically review the school's curriculum.
- Approve and periodically review the school's student personnel policies and procedures, including those related to attendance, discipline, suspension, and expulsion.
- Appoint as necessary administrative panels that can act as hearing panels for student expulsions.
- Establish steering committees of parents, educators, and experts who will enhance and support the school's curricular themes.
- Review and approve requests for out-of-state or overnight student field trips.
- Involve parents and community representatives in activities related to the school's curricular and co-curricular programs.
- Execute all responsibilities required by the California Corporation Code.
- Develop an operational business plan and approve and monitor the school's annual budget.
- Act as fiscal agent for the school for purposes of receiving funds to operate the school, including funds related to charter school laws and grants and donations consistent with the mission of the school.
- Participate in the school's procedures for dispute resolution, both within the school and between the school and the district.
- Approve any amendments to the school's charter.

In addition to these specific responsibilities, the board may initiate any program or activity and otherwise act in any manner that is not in conflict with, inconsistent with, or preempted by any law and that is not in conflict with the purposes for which NP³ ES was established.

In carrying out its responsibilities, the board will establish specific procedures for going about its business, including:

- Adopting governance policies that are aligned with principles of the *Brown Act* and the *Political Reform Act*.
- Adopting policies regarding self-dealing and conflict of interest including a policy that Board members will not vote or participate in discussions related to matters in which they have direct personal financial interests.

The board may execute any powers delegated by law to it and discharge any duty imposed

by law upon it, and it may delegate to any employee of the school any of these duties. While the board retains ultimate responsibility for performance of powers or duties so delegated, this delegation of responsibilities must be in writing; specify the entity designated; describe in specific terms the authority of the board being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and receive an affirmative vote of a majority of board members.

The Principal of the School

The day-to-day functioning of NP³ ES will be under the direct supervision and control of the school's principal, who will have ultimate responsibility for all aspects of the school's functioning, including its curricular and co-curricular programs, its staff and student personnel policies and procedures, its financial well-being, and its public relations with parents and the community. The principal will be directly supported by a counselor, who will have responsibility for counseling all students, and ensuring that the special needs of students are adequately addressed. The teaching staff of the school, hired by the school board upon the recommendation of the principal and subsequently supervised by the principal, will be charged with creative implementation on a day-to-day basis of the school's curricular and co-curricular programs.

The specific responsibilities of the principal will include, but are not limited to, the following:

- Attend both NP³ school board meetings and Natomas Unified School District Board and administrative meetings as needed.
- Meet regularly with the chief financial officer of the district on a schedule agreed upon with the district.
- Develop agendas for board meetings in conjunction with the board secretary and in compliance with the *Brown Act*.
- Propose policies for adoption by the board, and provide comments and recommendations regarding policies presented by others to the board.
- Communicate with the school's legal counsel and stay abreast of relevant school laws and regulations.
- Recommend all staff hiring to the NP³ board, and subsequently supervise, either directly or through subordinates, all employees of the school.
- Provide annual performance evaluations of all school employees.
- Provide assistance and coordination for the school's teachers as they develop the school's curriculum and programs.
- Develop the course schedule for each term with assistance of the school's teachers and counselor.
- Assume major responsibility and implementing strategies to recruit culturally diverse students for enrollment in NP³ ES, including conducting public meetings, maintaining liaison with feeder schools, meeting with

parents and potential students, and coordinating orientation meetings for recently-enrolled students.

- Monitor student attendance and supervise student discipline.
- Establish and execute enrollment procedures, and provide all necessary financial reports required for proper ADA reporting.
- Plan and coordinate administration of state standardized tests.
- Oversee the school's budget, including its development and administration in accordance with generally accepted accounting principles, and notify the board of any budget line item revisions made during the year.
- Write grants and other proposals to obtain external funding for school programs and activities.
- Approve all purchase orders, pay warrants, and requisitions, and, upon approval, forward these for processing.
- Present quarterly financial reports to the board.
- Oversee parent/student/teacher relations, including attendance at IEP meetings.
- Oversee school site safety.
- Participate when necessary in the school's procedures for dispute resolution.
- Develop the school's annual performance report and present this report to NP³ Board of Directors, the Natomas Unified School District Board of Education, and others as appropriate.

Some of the above responsibilities may be delegated or contracted upon approval of the NP³ Board.

Family Involvement in the School

NP³ ES recognizes the importance and value of family involvement in the education of children. To that end the school will provide regularly scheduled opportunities for families to learn about the school and their student's progress.

- **New Student Orientation** provides all families with the chance to learn about school processes and procedures and meet the adults who will play an important role during that school year, before the opening of the school calendar year.
- **Back to School Night** gives families the opportunity to learn about the specific skills and knowledge to be learned that year.
- All parents are invited to attend **Three Parent Conferences** throughout the year. Each conference focuses on the academic and social development of the student. If necessary, Academic Learning Plans are developed, becoming the basis for measuring student progress.
- **Academic Intervention Conferences** are held four times a year at the mid-point of each quarter for students who have Academic learning Plans in place.

- **Open House** is an invitation to all families held in the final quarter providing families a chance to see the actual growth students have made throughout the year.
- The **NP³ Booster Club** provides additional opportunities for families to participate in school activities throughout the year.
- NP³ ES invites all parents/guardians to visit classrooms without appointment so they may observe the teaching and learning activities that take place on a regular basis.

V. HUMAN RESOURCES

Overall Qualifications of School Employees

All staff members in NP³ ES are expected to be individuals who seek to provide a quality education for a culturally diverse population of high school students. Staff members are expected to share the desire to participate in a common core aligned curriculum that is focused on high expectations, rigorous academic work, and a sustained commitment to significant relationships with students and families.

The School's Principal

As indicated above, the principal of NP³ ES is responsible for implementing the school's administrative and legal responsibilities, as well as serving as the school's instructional leader. This individual is expected to be an experienced teacher and school administrator, an exemplary communicator both in person and in writing, and an individual who possesses the organizational and interpersonal skills needed to administer a small, academically rigorous elementary school for culturally diverse students.

The School's Teachers and Counselor

When employing teachers and counselor, NP³ ES will adhere to Education Code § 47605(I), all requirements of the California Commission on Teacher Credentialing, and all applicable provisions of the *No Child Left Behind Act* ("NCLB"). The Charter School's teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in the District would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the District. The Charter School's teachers at all levels shall meet all "highly qualified requirements" under the NCLB. Accordingly, all Charter School teachers will meet the following minimum requirements:

- Bachelor's Degree
- Valid California Teaching Credential or equivalent CCTC-issued document
- If appropriate, or determined by the Charter School or the State of California as required, the individual will hold all appropriate supplemental credentials.

Non-core teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in the District would be required to hold. In addition, the school may also employ non-certified instructional staff for work in non-core classes and activities when those prospective staff members have an appropriate mix of subject matter expertise, professional experience, and demonstrated capacity to

work successfully in those instructional settings. Non-certified instructional staff shall work under the direct supervision of credentialed core or non-core subject teachers.

Similarly, the counselor in NP³ ES must hold an appropriate California school counseling credential and must have specific interests and skills for working successfully with culturally diverse students in a small, theme-based Elementary school.

The School's Non-Instructional Staff

All non-instructional staff in the school (e.g., administrative assistants, attendance clerks, custodians, campus monitors, etc.) are expected to have experience and expertise appropriate to their positions.

Compensation and Benefits

All applicants for positions at NP³ ES will be informed about retirement system options, and, as appropriate to their positions, all employees will participate in STRS, PERS, and/or the federal Social Security system.

Employee Representation

For purposes of the *Educational Employment Relations Act*, NP³ ES will be deemed the exclusive public employer of all employees in the school.

Rights of School District Employees

All applicants for positions with the Charter School will be considered through an open process, and if hired, will enter into an employment agreement with the Charter School. The Charter School is independent from the District and any District employees who choose to work at the Charter School shall resign their status as employees of the District and all of their rights and benefits thereof. All persons employed by the Charter School shall not be deemed to be employees of the District for any purpose whatsoever. The Charter School's employees shall have no employment rights of any kind with the District. The Charter School shall not have any authority to confer any rights to return on District employees.

Health and Safety

NP³ ES Board has adopted policies and procedures for complying with each of the following health and safety requirements:

Background Checks

NP³ ES will comply with all provisions of Education Code § 44237 and § 45125.1 related to fingerprinting and background clearance of employees, contractors, and volunteers prior to employment or prior to having any more than limited contact with students in the school. The principal of the school will monitor compliance with this policy and report to the school board on a quarterly basis regarding implementation of this policy.

Child Abuse

All classified and credentialed staff members in NP³ ES will be mandated child abuse reporters and are expected to follow all relevant policies, procedures, and applicable reporting laws used in Natomas Unified School District.

TB Testing

NP³ ES will adhere to Education Code § 49406 with regard to required tuberculosis testing of all employees prior to commencing employment.

Immunizations

NP³ ES will adhere to Health and Safety Code §§ 120325-120375 and Title 17 of the California Code of Regulations §§ 6000-6075 with regard to legally required immunizations for entering students.

Medications

NP³ ES will adhere to Education Code § 49423 with regard to administration of medications in school.

Vision/Hearing/Scoliosis

NP³ ES will adhere to Education Code § 49450, et seq., with regard to each of the grade levels served by the school.

Emergency Preparedness

NP³ ES will adhere to those sections of the “Emergency Preparedness Handbook” drafted specifically for school sites, including, but not be limited to, emergency responses to fire, flood, earthquake, terrorist threats, and hostage situations.

Blood-Borne Pathogens

NP³ ES will adhere to state and federal standards relevant to blood-borne pathogens and other potentially infectious materials in the workplace. The NP³ ES School Board will establish a written “Exposure Control Plan” for protecting employees from possible

infections due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). If exposed to blood or other bodily fluids through injury or accident, students and staff in the school will follow the latest medical protocols and procedures for disinfection.

Drug-Free/Smoke-Free/Alcohol-Free Environment

NP³ ES will maintain a drug-, smoke-, and alcohol-free environment.

Comprehensive Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School will adopt and apply all Charter School policies and procedures involving all forms of harassment and shall notify its students and staff of these policies.

Dispute Resolution

Disputes within the School

All disputes within NP³ ES will be resolved by the school using its own internal policies for dispute resolution. The District will become involved in resolving these internal disputes only if the school requests District involvement or if the internal dispute relates to the District's oversight responsibilities or one of the reasons under Education Code § 47607 for which a charter can be revoked.

Disputes between the School and the District

NP³ ES and Natomas Unified School District will always try to resolve disputes between them amicably and reasonably without resorting to formal procedures. Unless legally required to do otherwise, both parties will refrain from public commentary regarding any dispute until the matter has progressed through the dispute resolution process.

If a dispute between NP³ ES and Natomas Unified School District arises, staff and/or board members of the school and district will first frame the issue in written form and refer it to the superintendent of the district and the principal of the school. Not later than five business days after receipt of the dispute statement, the principal and superintendent will informally meet and confer in an attempt to resolve the dispute. If this informal meeting fails to resolve the dispute, both parties will identify two governing board members from their respective boards who will jointly meet with the superintendent and principal and attempt to resolve the dispute within 15 business days after receipt of the dispute statement. If this meeting fails to resolve the dispute, either party may, within five (5) business days following the meeting, submit the matter first to the Sacramento County

Superintendent of Schools. The parties agree to be bound by the County Superintendent's decision and shall indicate as such when submitting the matter to the County Superintendent. If the County Superintendent declines to hear the matter, the parties may submit their dispute to a mutually agreeable mediator, for final resolution in accordance with any procedure determined and prescribed by the mediator and agreed to by the parties. Review by the County Superintendent or mediator to be held no later than forty-five (45) business days of receipt of the initial dispute statement. The County Superintendent or mediator's decision will be final, and the costs of mediation will be split evenly between the district and the school. All of the above timelines may be revised if mutually agreed upon by the District and the Charter School.

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

Student Admissions Policies and Procedures

Limited only by its capacity, NP³ ES will admit all students who wish to attend it. No test or assessment will be administered to potential students prior to acceptance and enrollment, and students will be considered for admission without regard to race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, fluency in English, disability, or parental income and educational level.

To ensure that the student body of NP³ ES is as culturally diverse as the student population in Natomas Unified School District, and the State of California, the application process for NP³ ES will be developed in consultation with administrators in the district. At a minimum, the process will require applicants to:

- Complete a student enrollment form
- Provide proof of immunization
- Complete a Home Language Survey
- Complete an Emergency Medical Information Form
- And provide proof that they meet minimum age requirements.

For enrollment at Kindergarten - 5 or to fill anticipated openings applicants may apply during a publicly advertised open enrollment period each year. Following the open enrollment period, applications will be counted to determine whether any grade level has received more applications than there will be available spaces. If there are more applications than available spaces, the school will proceed category by category and hold a public random drawing using the following criteria to identify those students who will be admitted at each impacted grade level:

- Siblings of currently enrolled students at an NP³ school who are residents of the Natomas Unified School District,
- Students who are residents of the Natomas Unified School District,
- Siblings of currently enrolled students at an NP³ school who are not residents of the Natomas Unified School District,
- Students who are not residents of the Natomas Unified School District.

At the conclusion of the selection process, all students who were not selected for admission will be given the option to put their names on a wait list according to their draw in the lottery. This wait list will be used to select students to fill any spaces that open prior to or during the next school year, but the wait list will not carry over to the following school year.

Non-Discrimination

As indicated above, NP³ ES will consider pupils for admission without regard to race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, fluency in English, disability, or parental income and educational level. At the same time, by means of a carefully crafted and implemented recruitment plan, the school will strive to achieve a racial, ethnic and economic balance of students that reflects the general population of Natomas Unified School District.

The recruitment plan will include the following:

- Special efforts to recruit students in impacted areas
- Preparation and distribution of recruiting materials in English and in other commonly spoken languages
- Well-advertised dates, times, and locations of open houses, information meetings, and other outreach activities for potential students and their families
- Assistance to families when completing and returning application materials.

The annual performance report to the NP³ School Board will describe the school's efforts during the prior year to recruit a culturally diverse student body and the results of these efforts, including the racial mix of enrolled students, the percentage of students from within and outside Natomas Unified School District, and comparative data on the racial and ethnic characteristics, proportion of students participating in the federal Free and Reduced Lunch Program, and proportion of English learners among those students who applied for admission to NP³ ES, those who were admitted, and those who were not.

Public School Attendance Alternatives

Students who reside in Natomas Unified School District and who choose not to attend NP³ ES may attend either a district or non-district school in accordance with the district's intra- and inter-district policies. Parents and guardians of students enrolled in NP³ ES will be informed that students have no special right of admission to a particular school in any local education agency as a consequence of their enrollment in NP³ ES, except to the extent that such a right is extended by the local education agency.

Suspension and Expulsion Procedures

This Pupil Suspension and Expulsion Policy is established in order to promote learning and protect the safety and well-being of all students at the School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Administrative Procedures are available on request at the Principal's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom, the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Definitions (as used in this policy):

1. "Board" means governing body of the Charter School
2. "Expulsion" means dis-enrollment from the Charter School
3. "School day" means a day upon which the Charter School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level
 - b. Referral to a certificated employee designated by the Executive Director/Principal to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Executive Director/Principal or designee.

5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means the Charter School.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. 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 students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator of designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. Made terrorist threats against school officials and/or school property.

17. Committed sexual harassment.

18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. The above list is not exhaustive and depending upon the offense a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension.

This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled either by the School Board following a hearing before it or by the School Board upon the recommendation of an Administrative Panel to be assigned by the School Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the School Board President or the chair of the Administrative Panel. In the event an administrative panel hears the case, it will make a recommendation to the School Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the School Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the School Board who will make a final determination regarding the expulsion. The final decision by the School Board shall be made within ten (10) school days following the conclusion of the hearing.

I. Written Notice to Expel

The Principal or designee following a decision of the School Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence, and the Natomas School District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

L. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination.

The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

N. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a

violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budgets

Included in the Exhibits Section of this application is a projected first-year budget for NP³ ES, including estimated start-up costs and anticipated revenues and expenditures during the first year of operation. Also included is a display of cash flow and financial projections for the first three years of operation, including plans for establishing a reserve account.

Financial Reporting

The Natomas Pacific Pathways Prep Board of Directors will provide the following budget reports to Natomas Unified School District during each fiscal year of operation as stated in the MOU and follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
5. The Charter School will present a fiscal report to the District and/or Board of Trustees upon written request by the District. The District will provide the Charter School reasonable notice of such a request.

Funding and Oversight Fee

The Charter School elects to receive the state aid portion of charter school general-purpose entitlement and categorical block grant funds as a locally funded Charter School pursuant to Education Code section 47651(a)(2) and all such funds shall be deposited into a District account established solely for the "Natomas Pacific Pathways Prep Elementary School" and separate from the District's account for the Corporation's "Natomas Pacific Pathways Prep." The District shall transfer to the school funding in lieu of property taxes in

accordance with Education Code section 47635. The School recognizes that the District shall have no responsibilities for funding the Charter School beyond the actual funding received for the School.

The Charter School agrees that all funding received for the Charter School, from any and all sources, including but not limited to all funding sources set forth in this Charter and the MOU, or other agreement with the District, shall be used exclusively to operate the Natomas Pacific Pathways Prep Elementary School and Natomas Pacific Pathways Prep middle School and High School, and any future Natomas Pacific Pathways Prep program authorized by the District, and shall not be used, either directly or indirectly, or by loan or gift, to fund, assist, pay for the debts of, or towards the operation of, any other school or establishment managed, controlled, or operated by the Corporation or Charter School, or operated by its members, officers, agents, servants, and employers, or for any other purpose whatsoever, unless mutually agreed by the parties. This language is not meant to prevent the Charter School from sharing services, non-District facilities, or joining a JPA with other charter schools operating in the District at their own cost. The District and Charter School also agree that funds of the Charter School may be used to pay Natomas Pacific Pathways Prep Elementary School and Natomas Pacific Pathways Prep Middle School and High School pro-rated share of central administration costs for administrative services provided by the District.

In consideration for the actual costs of supervisory oversight by the District, the Charter School shall pay an amount not to exceed one percent (1%) of the revenue of the Charter School (hereinafter, the "Oversight Fee") pursuant to Education Code section 47613. "Supervisory oversight" for purposes of this section shall be limited to those duties listed in Education Code section 47604.32(a) through (e), only. "Revenue" for purposes of this calculation shall include the general-purpose entitlement calculated pursuant to Education Code section 47633, and the categorical block grant calculated pursuant to Education Code section 47634, as computed by the local control funding formula pursuant to Education Code sections 42238.02 and 42238.03. "Revenue" for purposes of this calculation shall not include Charter School fund-raising activities, private donations, other public grants, or any other source of income developed by the Charter School.

Local Control Accountability Plan

On or before July 1, 2017, and each year thereafter, the Charter School shall provide the District its Local Control Accountability Plan ("LCAP") in accordance with Education Code sections 47606.5 and 52064. The LCAP shall include the goals and annual actions to achieve those goals as identified in the Charter pursuant to Education Code section 47605(b)(5)(A) or Section 47605.6(b)(5)(A). The LCAP and annual update shall be developed using the template adopted pursuant to Section 52064 and shall include all of the following:

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

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

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

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

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

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

Insurance

The District and Charter School participate in the Schools Insurance Authority (“SIA”)-sponsored property, liability and worker’ compensation programs. For the term of this Charter and as set forth in the MOU, both parties shall remain covered by those programs, the costs of which shall be separately borne by each party, although any increase in the District’s experience or rating factor due to claims arising from the Charter School’s operations that leads to an increased contribution (premium) to be paid by District, for the purchased coverage due to claims arising from the Charter School’s operations shall be solely payable by the Charter School. No other liability, personal property, or real property insurance or indemnity protection is required by this Charter. Should the Charter School in the future no longer be covered by the SIA programs, it must obtain coverage at least as extensive as that provided by SIA, including, but not limited to, the applicable coverage limits, coverage grants, and absence of deductibles.

Administrative Services

The principal of NP³ ES will assume lead responsibility for administering the school under the policies adopted by the NP³ School Board. It is anticipated that a majority of these services for students in NP³ ES will be contracted with Natomas Unified School District. The specific terms and cost of these services are specified in the MOU between the Charter School and the District.

Payment Schedule

The Charter School shall pay the administrative services fee, special education general fund encroachment fee, supervisorial oversight fee, and any other fees in quarterly installments for each school year covered as set forth in the Charter and/or MOU. The District shall invoice the Charter School for fees due as of September 30, December 31, March 31, and June 30, with invoices to be prepared and submitted by the District to the Charter School within thirty (30) calendar days during the year and by September 15 (when the books are closed) at the end of the year. The Charter School shall pay all invoices within fifteen (15) business days of their issuance by the District. In the event payment is not received within five (5) business days following the payment due date, the Charter School authorizes the District to deduct any such fees from the funds deposited in its account with the District. Alternatively, the District may elect to offset and deduct any such fees from the District in-lieu property tax revenues next payable to the Charter School, in which case the District shall provide the Charter School with a detailed statement showing the amount of any such offset.

Facilities

The Charter School leases District facilities (hereinafter the "Facility" or "Site") and will initially be located at 4400 East Commerce, Sacramento, California, 95834 pursuant to terms and conditions set forth in a Facility Use Agreement. After approximately three years NP³ ES will relocate to 3800 Del Paso Road, Sacramento, CA 95834. The Charter School and District will work collaboratively in meeting the facilities needs of District students attending the Charter School. It is the intention of the Parties to negotiate outside of Education Code section 47614 and its implementing regulations to reach agreement on facilities arrangements throughout the term of the Charter; and both Parties will negotiate in good faith to do so. Accordingly, the Charter School and District agree that arrangements for facilities shall at all times be in lieu of and as an alternative to Education Code section 47614 and its implementing regulations. The Charter School shall comply with all State and federal laws regarding the use of the Site as school facilities.

Transportation

The Charter School shall be solely responsible for the direct cost of all transportation services provided by the Charter School for its pupils enrolled in the Charter School. The Charter School may contract with the District for transportation services, including field trips, and shall ensure that Charter School fieldtrip consent and medical insurance forms are consistent with the requirements set forth in District forms.

Audits

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The Natomas Pacific Pathways Prep School Board will make arrangements for an annual independent audit of its financial affairs by a qualified Certified Public Accountant who has education auditing experience and is selected by the Board. The audit will verify the accuracy of the school's financial statements, its attendance and enrollment accounting practices, and its internal financial controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. It will be completed by November 1 following the close of each fiscal year, and a copy of the auditor's findings will be forwarded by December 15 to Natomas Unified School District, the County Superintendent of Schools, the State Controller, and the California Department of Education. The principal of NP³ ES will review any audit exceptions or deficiencies and report these to the NP³ School Board with recommendations on how to resolve them. The board will submit a report to the district describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the district. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described earlier in this Charter.

Closure Protocol

In the event that NP³ ES closes, the following procedures will apply regardless of the reason(s) for closure:

- (a) NP³ ES will designate a responsible entity to conduct closure-related activities.
- (b) NP³ ES will make notification of the closure of NP³ ES to parents (guardians) of pupils, the authorizing entity, the county office of education (unless the county board of education is the authorization entity), the special education local plan area in which the school participates, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education, providing at least the following:
 - (1) The effective date of the closure;
 - (2) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
 - (3) The pupils' school districts of residence; and
 - (4) The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

(c) Provision of a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity designated in subdivision (a).

(d) Transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible entity designated in subdivision (a), except for records and/or assessment results that the charter may require to be transferred to a different entity.

(e) Transfer and maintenance of personnel records in accordance with applicable law.

(f) Completion of an independent final audit, at the Charter School's sole expense, within six months after the closure of the school that may function as the annual audit, and that includes at least the following:

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

(2) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.

(3) An assessment of the disposition of any restricted funds received by or due to the Charter School.

(g) Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:

(1) The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.

(2) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. Upon closure of the Charter School, all assets of the school, including, but not limited to, leaseholds, personal property, intellectual property, ADA apportionments, and other revenues generated by students attending the school, after payment of all debts and liabilities and refunds to applicable agencies, shall revert to Natomas-Pacific Pathways Prep Middle School and, or High School for use in its educational programs but if no longer in operation to the District. Any District property will be promptly returned to the District upon the Charter School's closure.

(h) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.

(i) Identification of funding for the activities identified in subdivisions (a) through (h).

Note: Authority cited: Section 33031, Education Code. Reference: Section 47607, Education Code.

VIII. Impact on the Charter Authorizer

Potential Civil Liability Effects

The statement that follows is intended to fulfill the terms of Education Code § 47605(g), and it provides information regarding the proposed operation and potential effects of NP³ ES on Natomas Unified School District.

NP³ ES will be operated by and under a delegation of authority of a California non-profit public benefit corporation. This corporation, the P20 Consortium, is organized and operated exclusively for charitable purposes within the meaning of § 501(c)(3) of the Internal Revenue Code and the California Revenue and Taxation Code § 23701d.

Pursuant to Education Code § 47604(c), an entity that grants a charter to a school operated by or as a non-profit public benefit corporation will not be liable for the debts or obligations of the school or for claims arising from the performance of acts, errors, or omissions by the school, if the authority has complied with all oversight responsibilities required by law. The charter school will work diligently to assist the approving district in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure that the district is not liable for the operation of the charter school. Further, the charter school and the district have entered into a MOU that provides for indemnification of the district, and the Board of the charter school will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and establishing policies and procedures governing financial transactions and dispute resolution.

IX. SUPPORT FOR ESTABLISHING NATOMAS PACIFIC PATHWAYS PREP ELEMENTARY SCHOOL AS A CHARTER SCHOOL IN NATOMAS UNIFIED SCHOOL DISTRICT

In general.

The P20 Consortium and its board members are in full support of this petition.