



Submitted to Evergreen Union School District

May 12, 2020

**Charter Renewal Term:
July 1, 2020-June 30, 2025**

Prepared in compliance with the terms, conditions, and requirements of
EC 47605 and related statutes and as amended - The Charter School Act

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AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I, Leila G. Dumore, hereby certify that the information submitted in this application for renewal of **Evergreen Institute of Excellence** (the "Charter School" or "EIE"), and to **Evergreen Union School District** ("District" or "EUSD") is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the renewal, **Evergreen Institute of Excellence**:

- Shall 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. California Education Code §47605(c)(1)]*
- Shall be deemed the exclusive public school employer of the employees of Evergreen Institute of Excellence for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.² *[Ref. California Education Code §47605(b)(5)(O)]*
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605(d)(1)]*
- Shall not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
- Shall admit all eligible students who wish to attend the Evergreen Institute of Excellence, and who submit a timely application, unless the charter school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). *[Ref. California Education Code §47605(d)(1)]*
- Shall adhere to all provisions of federal law relating to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Title 5 CA Code of Regulations, §11967.5.1(f)(5)(C)]*
- Shall ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref. California Education Code §47605(l)]*
- Shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. *[Ref. California Education Code §47605(d)(3)]*
- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Leila G. Dumore, Authorized Representative

Date

INTRODUCTION

Evergreen Institute of Excellence offers students sound, standards-based instruction within the flexibility of increased parental involvement coupled with state standards based curriculum. Families remain key to the success of the school partnering with highly qualified teachers and sound standards based curriculum. The teamwork that exists between the families, the community, the staff, and the students exemplifies an exceptional learning environment outlined by the Blueprint for Great Schools.

In accordance with the California Charter Schools Act of 1992, as amended (the "Charter Schools Act"), California State Legislature created the vehicle for parents/guardians and educators to collaborate on innovative educational opportunities for children throughout the state. Pursuant to Education Code 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvement in all public schools.

This charter school shall be known as **Evergreen Institute of Excellence** (hereafter "**EIE**") and its local administrative office shall be located in Cottonwood, CA in Tehama County.

EIE fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, EIE will:

- Improve pupils learning by expanding access to individualized curriculum based on the students' strengths.
- Increase learning opportunities for low-achieving pupils by allowing them to participate in an intervention program.
- Provide different and innovative teaching methods using a combination of individualized learning and project-based activities.
- Create professional development opportunities for teachers, including increased responsibility for individualized student learning, as they play an active role in shaping a unique curriculum.
- Provide a unique TK-12 continual educational choice for parents/guardians that is not offered by any school district in the county.
- Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context.
- A public school with specific college and/or career preparatory mission tailored to the student and familial needs outside of the traditional school schedule.
- Open to all families/students committed to our mission and educational vision, with no tuition or academic entrance criteria required.
- Operated in partnership with parents.

Currently, Tehama County does not offer a similar program to Evergreen Institute of Excellence. Evergreen Institute of Excellence will combine retention (low dropout rates), high attendance rate and low suspension rates along with high academic expectations and results.

Evergreen Institute of Excellence also meets the component of adding educational value to our community by aligning students towards career AND college, and not just one path. In addition, students are given opportunities in similar programs at our local community college to achieve beyond high school.

Evergreen Institute of Excellence has established a new college model independent study program in Tehama County. All of the students at Evergreen Institute of Excellence will focus on college level academics and/or college level vocations through intensive support from the teachers, parents, and students themselves. Each student will develop his or her learning and study skills to reach the goal of earning a vocational certificate or a degree. In some cases, students will enroll at Evergreen Institute of Excellence far below grade level and the goal for the school will be to ensure the student gains more than one-year achievement for each year enrolled. Evergreen Institute of Excellence will endeavor to qualify more students to attend two and four-year colleges, achieving vocational certification and/or degrees than the present county rate, increasing the pool of county residents with the high-level skills needed by companies in our region and nationally.

CHARTER FOUNDING GROUP

Leila Dumore -- Leila Dumore has been a teacher with the Evergreen Union School District for 25 years, with 10 years as the Lead Home School Teacher for the District. Previous six-year veteran of a rural school board gave her a wealth of experience and understanding of the inner working of schools. She has lead EIE for the last five years.

Brad Mendenhall – Brad Mendenhall is the current Evergreen Union School District Superintendent. He has been employed with the District since 1998. He is a founding member of the EIE Advisor.

Harley North -- Harley North has been in education for over 40 years. He served as a superintendent for 30 years and 28 of those years were with the Evergreen Union School District.

Sandy Papesh -- Sandy Papesh is a community member, who has been involved with the Evergreen Union School District in several roles over many years. She has been a parent of students in the District, served on the Middle School Site Council, and continues to be a founding member of the EIE Advisory Council.

Examples of Available Ongoing Support and Assistance

Association of Personalized Learning Schools and Services

APLUS+ Founded by Jeff Rice, and currently in its 17th year of operation, APLUS+ supports approximately 65 Personalized Learning public charter schools throughout California collectively enrolling more than 70,000 TK-12 students. Since its inception, APLUS+ has been a leading voice to raise awareness and understanding of the critical need for parent and student choice in public education, and specifically for a personalized learning option in education for the growing number of students for whom a rigid, classroom-only model is not a good match for success.

Charter School Development Center

Founded in 1992, CSDC is the nation's oldest non-profit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice

related to all aspects of charter schools operations and oversight. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction and assessment as well as charter school finance, governance and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and international.

ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of 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. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. --California Education Code Section 47605 (b)(5)(A)(i)

Governing Law: If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. A description, for the charter school, of 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. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. --California Education Code Section 47605(b)(5)(A)(ii)

Mission Statement

EIE will empower students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating responsible citizens, critical problem-solvers, and life-long learners.

Educational Philosophy

EIE will operate on the philosophy that all students have different learning styles, abilities, and background experiences. As important as "what" students learn is "how" they learn. The former may be viewed as the end goal of education while the latter is the road leading to it. Evergreen Union School District supports high expectations of students of Evergreen Institute of Excellence, who have a wide range of academic ability including students consistently failing to high-level collegiate ability to take classes that challenge the students while supporting the students individually. EIE will utilize learning and assessment modalities

that, based on current research, identify best practices regarding how students learn.

What it Means to be an Educated Person in the 21st Century

EIE identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind, has an understanding of United States political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own unique educational interests, talents, or abilities. It is the goal of this charter school to help students become educated individuals who are intrinsically motivated to learn, who have diverse yet well-developed interests, and who are becoming competent lifelong learners.

EIE affirms the importance of educating children to be optimally prepared for the twenty-first century. Living in the age of computers and the internet provides students the opportunity to acquire knowledge unlike any other time in history. EIE will continuously update its curricular options to allow its students to utilize state-of-the-art educational technology and learning systems.

How Learning Best Occurs

This charter school's parents, students, teachers, administrators and staff believe that the best learning occurs when a variety of modes and methods of instruction are implemented, so all students will be held to high academic and behavioral standards. Efforts made by parents, teachers, administrators, and the community will help achieve the goal of making 21st Century learners out of all our students. The tenets of Evergreen Union School District include the education of all students with the essential components of relevance, rigor, and relationship. Evergreen Institute of Excellence basic educational methodologies to maximize learning include:

- Academic instruction is viewed as one important and central aspect of an effective education that leads to mastery of the state academic content standards.
- Flexible instructional practices are tailored to the strengths of the students and their learning style and are congruent with the intended academic outcome.
- Teachers not only teach but also mentor, support and coach students and each other.
- Contextual learning is emphasized allowing students to grasp the logical application of their learning.
- Parents are active partners in the school, in the creation of learning opportunities and in the work produced by their child(ren).
- Real life context-based learning is emphasized within individualized learning environment.
- The entire community serves as a platform for learning; learning opportunities integrate and bridge school-based learning with community-based learning.
- Educators have the flexibility to respond to the instructional needs of each student by altering the curriculum or method of instruction to meet the student's needs, as appropriate, throughout the academic term.

Educational program goals of EIE include, but shall not be limited to, the following areas of student attainment. Students will:

- Perform and achieve better than their previous year's state assessment scores when available.
- Apply the skills and concepts of the school's academic content standards and the state academic content standards in their daily assignments.
- Actively engage in skill development and in the discovery and construction of their own

knowledge by participation in individual learning activities.

- Demonstrate the ability to use technology efficiently integrated into daily assignments.
- Recognize and use their strongest skills and abilities to build confidence and motivation to improve in areas where they are weak.
- Be provided with opportunities to explore their potential through concurrent enrollment.

Students to be Served

EIE will be open to all students in grades TK-12 in Tehama County and contiguous counties. EIE will be nonsectarian in its programs, admission policies, employment practices, and all other operations.

EIE will specifically target currently non-enrolled students seeking a non-traditional, small learning community-based educational setting. EIE shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, gender, religion, national origin, ability, disability, or place of residence. Student enrollment and Education Specialist assignments will be based on need in the community and availability of an Educational Specialist who meets state credentialing requirements (Ed Code 44865 & 51747.5).

Parents who enroll their children in EIE shall, through specific enrollment and curriculum contracts, accept the responsibility to actively participate in their children's education. EIE will support its students and parents both with appropriate educational materials, and with a team of an Educational Specialist or ESs (who meet state credentialing requirements), Advisors, and school administrators. EIE Education Specialists and Advisors shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Program Structure

Students who attend EIE will be educated in home-based learning environments and small learning communities with individually designed curricula, which may include, but are not limited to, small group instruction, apprenticeships, community-based educational programs, group seminars, distance learning via current technology, individualized tutorials, computer assisted instruction, cooperative school programs and classes, on-the-job training, flexible course scheduling, and independent study. Each student will be assigned a credentialed instructor ["Educational Specialist" or "ES"], who will oversee the educational progress of the student. It is the intent of EIE to support students attending college, in order to fulfill high school requirements as well as further their individual goals for beyond high school. All student curricula will be subject to approval by the school administration, in accordance with state law. For purposes of ESEA, this charter school defines core subjects to be English, Mathematics, Social Science, and Science. This charter school designates middle school to be an elementary program. State academic content standards will be covered in the curriculum selected for each student.

Each minor student and at least one parent or guardian, and each adult student, with the assistance of EIE Education Specialists (ES) and Advisors, shall design, consistent with EIE student standards and policies, appropriate individualized learning plans based upon the student's educational needs and objectives, and shall sign a written agreement with EIE that clearly describes the student's individual educational goals and curriculum for each school year the student is enrolled with EIE. The written agreement shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study, and if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study, as well as any other matter required by applicable law.

Parent/Teacher/Student Triad

Evergreen Institute of Excellence relies on three critical elements to successfully educate the student that includes the parent, the student, and the highly qualified teacher. This dynamic surrounding remains vital to ensure that the student and parent both realize the scope of the overarching goals for the student at the school. The Educational Specialist (ES) develops the directional elements to help the student develop the personal learning tools to successfully complete the curriculum.



Students grades TK-12 typically have a strong parental leg of the triangle, with the ES acting as a coach to the parent supporting curriculum selections and techniques including reading strategies and mathematic processes. The school also enrolls students whose parents are not acclimated to homeschooling their children, allowing qualified staff to build the capacity for parents that determine homeschooling is the only option at that point for their children. Teachers and parents working together using appropriate resources will ensure each student maximizes achievement using the California State Standards.

Staff representing Evergreen Institute of Excellence will support the outcomes for each student through staff development and staff support. Students and parents representing grades TK-5 will be encouraged to explore subjects, classes, and projects of interest to ensure a more well-rounded, exciting learning experience. Students in grades 6-8 will be encouraged to begin developing the skills required to successfully complete the rigor of high school and higher learning. Finally, high school students will continue to stretch themselves from where they are academically to successfully reaching specific goals set for each student towards a college degree and/or established vocational programs.

Attendance Guidelines

The school will offer a minimum number of instructional days per year as required by law (currently 175 days). Though students will have flexibility in when, where, and how they learn, they are expected to have daily engagement in learning on each school day, as noted on the Master Agreement for specific grade in

attendance. Parents/guardians will log the student's daily engagement on the Engagement Log. The assigned ES will review student learning and discuss the daily engagement log as filled out by the parent in learning record meetings. As the teacher of record, the assigned ES will complete and submit the official attendance roll sheet.

Independent Study Legal Compliance

EIE will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, et seq.; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted Independent Study Policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding.

Technology/Enrichment Support

As part of educating a person in the 21st Century EIE affirms the importance of educating children to be optimally prepared for their futures. Living in the age of computers and the internet provides students the opportunity to acquire knowledge unlike any other time in history. EIE will continuously update its curricular options to allow its students to utilize state-of-the-art educational technology and learning systems. EIE will also provide expanded opportunities for learning and educational options virtually. However, EIE' mission is to honor individual education choice; therefore, EIE will not require the use of technology by EIE' students if a parent or child's learning philosophy does not support such use.

Personalized Support

Each student's learning is assessed regularly with a variety of assessments depending on the student's curriculum at the regular meeting with the parent(s), student, and Education Specialist (ES). If the student is showing signs of struggling with their learning, the ES will engage the parent and student in a conversation about individualized supportive measures for the student. Examples of supportive measures include but are not limited to: changing the learning platform, changing the curriculum, requiring additional ES support, intervention, and/or additional assessments.

Students have the opportunity to take a learning styles assessment in order to personalize their curriculum to how they best learn. Researched curriculum is generated through EIE' system that lists the curriculum that can be used according to the student's learning styles assessment.

Evergreen Institute of Excellence maintains an expansive list of service vendors and product vendors to support each student's individualized learning plan. Educational Funds are used to facilitate the learning of the enrolled student through both online and print curriculums, local community resources, technology tools, and supplies. Non-consumable curriculum purchased by the school, may be reused by other students.

The determination of curriculum shall begin with diagnostic Reading and Math assessments (i.e. i-Ready® an online adaptive learning internal assessment). The assessment tool will provide formative and summative assessments for Reading and Mathematics that were designed to align with the state academic standards and adapts across grades K-12 so that annual academic growth can be measured across a single scaled score. The Education Specialist uses these assessment reports to specifically target the individualized learning needs of the student.

K-8 Curriculum

The K-8 curriculum offerings at EIE represent a broad course of study and reflect the diversity of educational philosophies, learning styles, and academic approaches utilized for students in grades K-8. A few examples of educational philosophies include Charlotte Mason, Classical, Traditional Textbooks, or Unit-based Learning. As such, EIE does not formally adopt or promote any one particular type of curriculum. Education Specialists work closely with the parent(s) to address individualized academic needs of the student through curriculum and instructional support in each student's individualized learning plan. Changes in curriculum can be made as the academic year progresses, based on the identified needs of the student.

High School Curriculum

The high school curriculum offerings at EIE represent a broad course of study and reflect the diversity of educational philosophies, learning styles, and academic approaches. EIE will offer educational opportunities for college bound students through a series of UC/CSU approved a-g courses and support for community college success. Career Technical Education (CTE) opportunities will be available to all high school students who would like to learn technical trade skills. EIE's diversified high school course list will allow students, parents, and Educational Specialists to customize a high school plan that will meet the unique academic needs of each student. EIE high school students will receive information on the transferability of courses to other public high schools and eligibility for college entrance through individual meetings with assigned Education Specialist(s) and EIE guidance coordinator(s). EIE Education Specialists (credentialed teachers) will receive annual training in these requirements.

Course Transferability

Evergreen Institute of Excellence was granted WASC accreditation in 2018 and with a Renewal Visit due in Spring 2021. Accreditation is integral to a school's ongoing cycle of assessment, planning, implementation, monitoring, and reassessment based upon student achievement. It fosters excellence by encouraging school improvement through a process of continuing evaluation to insure that the school meets an acceptable level of quality in accordance with established criteria. Accreditation assures that the school's vision and mission are being accomplished through a viable education program, and that it is a trustworthy institution for student learning. Further, accreditation validates the integrity of the school's program and transcripts, thus facilitating the transfer of credits to other schools, which is critical for college/university acceptance worldwide.

College Entrance Requirements

All incoming students and parents/guardians have the option of an orientation meeting that includes information about graduation requirements and learning options. Information about the UC/CSU course of study that meets University of California and California State University admission requirements is available to all students. The UCOP website maintains a current and accurate list of all of Evergreen Institute of Excellence's a-g course offerings. Students select and follow a pathway towards graduation, depending upon their career and college goals.

Plan for Students Who Are Academically Low-Achieving

To directly support low achieving students, EIE believes that teachers, parents, and students must collaborate to design optimal education plans. All students will be given a Local Assessment upon

admission to EIE. All actively enrolled students will be given the Local Assessment, at a minimum, twice each year: once at the start of each school year and once in the spring semester. Because these computer-based Local Assessments use “adaptive learning” testing strategies, the assessment reports will give the parent and Education Specialist detailed information on each child’s academic performance in reading and math, specific to the sub-skill level.

In an effort to provide additional assistance to academically low achieving students, EIE will follow EUSD’s RTI (Response to Instruction) model, using the appropriate steps for our Personalized Learning program. Students who have been identified as struggling in math and reading will be offered additional resources and instructional support. Ongoing progress monitoring of students participating in the school’s RTI program will provide parents and Educational Specialists with objective metrics to help in the formation of the students’ individualized learning plan that will ultimately support each child’s unique academic needs.

Plan for Students Who Are Academically High-Achieving

Individual learning plans allow for a greater level of specialization, depth and rigor in comparison to a traditional classroom setting. An academically high achieving student will benefit from the resources provided through EIE’s extensive list of approved educational vendors.

For high school students, a full succession of UC/CSU approved a-g courses can be taken in preparation for admission to any UC or CSU campus. Also, students are encouraged to enroll in more academically challenging community college courses. The Charter Director and Guidance Counselor at EIE will work with the students, parents and Educational Specialists on topics of college admission requirements, scholarships, and grant opportunities.

Plan for English Learners

ELPAC Testing

Upon initial enrollment, EIE will review the student’s Home Language Survey - either by reviewing CALPADS or administering a new HLS if one has not been completed for the student. If a parent/guardian survey response indicates a primary language other than English, and EIE determines the pupil is eligible for the initial assessment, EUSD’s ELD Coordinator shall promptly notify the parent or guardian in writing, prior to the administration of the assessment, that EUSD will administer the English Language Proficiency Assessments for California (ELPAC) initial assessment. EUSD shall then administer the ELPAC initial assessment for those students who need it within thirty days of initial enrollment and notify the parents of program placement; EIE provides a Structured English Immersion Program. This notification of program placement also occurs for students who do not need to take the Initial ELPAC.

The Evergreen Union School District shall administer the ELPAC Summative Assessment at least annually thereafter during the ELPAC Summative Assessment testing window until the student is re-designated as fluent English proficient. EUSD will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher.

EUSD administers the ELPAC and informs the EIE Education Specialist of the scores so that they can make informed decisions as to the correct curriculum and interventions services to provide for each EL student. All EIE EL students will be provided with and offered several choices of research based English Language Development Curricula in order to progress in their English Language proficiency. In addition, each EL student has an individual English Learning Plan (ELP), which is completed annually in collaboration between the ES and the parent.

Reclassification Procedures

Students designated as EL are eligible to be reclassified RFEP if they score Overall Level 4 on their Summative ELPAC Assessment. If a student scores Overall Level 4, the ELD Coordinator notifies that student's ES and the Charter Director to review local and state assessment performance as well as general academic performance. If performance is consistent with English mastery based upon the guidelines in the EUSD Master Plan for English Learners, the ES contacts the student's parent/guardian to review all information and for input. If all agree that the student is ready for reclassification, a recommendation will be made to reclassify the student as RFEP. If it is determined at any step that reclassification is not appropriate, then the student remains EL and continues to take the ELPAC. Reclassified students are monitored for a period of 4 years, as required by the CDE. If a reclassified student is struggling, the ES, parent, and Charter Director convene to discuss options such as tutoring and other supports.

English Learner Instructional Strategies and Curriculum

Each student will be offered individual weekly tutoring with specialized vendors, and/or the opportunity to work with EUSD's EL instructional aide. In addition, students will be offered the use of online curricula which support speaking and reading practice in English. The ELAC reviews the Curricula offered each year, and decides to add/delete programs based on feedback from ELAC members, and annual Student Learning Survey.

Plan for Serving Students with Disabilities

The charter school shall serve the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education be provided to, students with disabilities.

The EIE's Special Education Lead or designee will:

- Interface with the EUSD to insure compliance with all phases of special education including referral, assessment and identification, and services, to insure that all phases of Federal IDEA mandates are followed.
- Coordinate all phases of the IEP process (meeting notices, IEP development, implementation, and monitoring) for all students referred and/or identified for special education.
- Monitor IEPs for compliance as required to meet state mandates (including Coordinated Compliance Review and CASEMIS)
- Interface with all families of identified students attending the charter school.

Section 504 of the Rehabilitation Act

Section 504 is considered a responsibility of the general education program and requires participation from the general education staff. The school has a responsibility to seek, identify, and develop accommodation plans for Section 504 eligible students. Students may be self-referred, or referred by a parent/guardian, teacher, or other school employee.

To become eligible for a 504 Accommodation Plan, a student must be determined, as a result of an evaluation, to have a "physical or mental impairment" that "substantially limits one or more major life activities." The evaluation process for a 504 Accommodation Plan may include, but is not limited to

gathering information from:

- Physician's Report
- Cognitive Assessments
- Home and Health History
- Achievement Tests
- Parent Information
- School Nurse
- Teacher Report
- Previous 504 Plan

A 504 Accommodation Plan asks, "Is there a documented disability that interferes with learning and requires accommodations to ensure student's academic success and access to the learning environment?"

The Office of Civil Rights (OCR) determined that the major life activities include but are not limited to:

- Learning
- Walking
- Speaking
- Seeing
- Sleeping
- Caring for Oneself
- Concentrating
- Reading
- Communicating
- Breathing
- Eating
- Other Medical Major Bodily Function

Services for Students Under the Individuals with Disabilities Education Act

Staffing

Special Education processes and services are provided by highly qualified employees of the charter school and EUSD. The EUSD uses a variety of resources to provide Related Services, which may include, but are not limited to Speech and Language Therapy, as mandated by a student's IEP (Individualized Education Program). Evergreen Institute of Excellence, in coordination with EUSD will continue to only use highly-qualified staff to assess in their respective areas of expertise.

Identification and Referral

Every SELPA and school district are required to have procedures in place to help locate students who may need special education services or have a disability. Information about Child Find is provided in the parent manual so that parents are aware of services that Evergreen Institute of Excellence provides to meet requirements of Child Find. Additionally, the educational staff is trained on Child Find requirements. To ensure new students are "found", teachers ask parents a series of questions regarding any learning concerns or known disabilities. All students participate in a diagnostic assessment, such as iReady, at the beginning of the school year and in the spring.

This school, as part of its annual notification of parental rights and responsibilities, provides notification that a student can be evaluated to determine eligibility for special education. Assigned administrative personnel or their designee have the responsibility at the local school level for the coordination of the Child Find activities such as SST. Procedures are established at this school for informing the school community on a continual basis of the program alternatives available for disabled children within this school.

Evergreen Institute of Excellence has a legally compliant Special Education referral process. Students are referred to Special Education in a variety of ways. These include direct parent requests, referrals through EIE's SST process and referrals from general education teachers. Parents have access, in the parent manual, to the information about how to request Special Education evaluations as well.

If Evergreen Institute of Excellence, in collaboration with EUSD, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within mandated state guidelines of receipt of the parent's written consent for assessment.

Students are also encouraged to participate in RTI which utilizes a variety of research-based interventions coupled with the opportunity for additional support. If progress is not noted, then students may also be referred for Special Education evaluation through this means.

Assessments/Reassessments

Assessment/Reassessment is completed by highly qualified employees of the school or EUSD. All Charter staff and EUSD Special Education staff understand that the school is required to assess in all areas of suspected disability and the school utilizes current and culturally appropriate assessments in the evaluation process. The reports that are created from these evaluations are multi-disciplinary and always include parent interview, staff interview, student observation, review of records as well as more formalized assessments.

IEP Meetings

All IEP meetings are held in compliance with federal timelines that govern the IEP Process. To ensure meaningful participation, a Notice of Meeting is sent to the parent after a date and time for the IEP have been agreed upon.

EIE shall follow applicable law and EUSD policies regarding the discipline of special education students, which includes, but is not limited to the Manifestation Determination process.

IEP Development and Implementation

The IEP process at Evergreen Institute is governed by all requirements related to timelines identified by IDEA. Additionally, all required team members, per Section 1414(d)(1)(B), attend the IEP. Evergreen Institute understands the requirement of meaningful parental participation. A copy of the Procedural Safeguards is provided to the parents with each IEP and Assessment Plan. The Procedural Safeguards are also reviewed with the parent at each IEP meeting. Additionally, the parent is encouraged to ask questions or to contact the Special Education Lead if any additional questions arise.

Evergreen Institute of Excellence maintains a focus on ensuring that present levels of performance are valid and drive the goals and services. IEP goals are focused on working toward grade level standards and are individualized for each student in order to create an achievable, measurable goal. The Offer of FAPE is discussed at the IEP meeting along with the Least Restrictive Environment. Services are implemented upon parent consent. Evergreen Institute of Excellence understands its responsibility to ensure a continuum of placement is offered if it is determined that an independent study program is not the Least Restrictive Environment.

The IEP goals in the area of academics are created using the goal banks in SEIS, which are aligned to the CA-CCSS. Additionally, as part of the Specialized Academic Instruction and monitoring of progress, EIE will provide formal goal reports to parents at the end of each semester and encourage collaboration with all

IEP team members and parents as an ongoing Supplemental Aide when necessary. The data collected will help to determine if the goals continue to be appropriate.

Participation in Statewide Assessments

All Special Education students shall participate in state testing. The IEP team discusses the appropriateness of embedded and non-embedded supports for each of the statewide assessments for each student. Students are provided what the team deems necessary to participate.

All general education teachers are trained to properly administer all statewide assessments including the CAAASP, CAST and CAA. The process for determining which students take which tests is always determined through the IEP meeting. Additionally, EL status determines the participation on the ELPAC.

ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with 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. --California Education Code Section 47605(b)(5)(B)

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

Annual Goals for the State Priorities

The following is a table describing EIE's annual goals to be achieved in the state priorities school-wide and for all applicable pupil subgroups, and specific annual actions to achieve those goals along with the measurable outcomes. Annual goals, action items and measurable outcomes will be modified on an annual basis through the Local Control Accountability Plan (LCAP) review. Through parent, staff, student and administrative input and needs assessments, the LCAP will include 2-3 annual priorities, action items and measurable outcomes that will address the areas of need for EIE's student population. This annual revision and LCAP document will be posted on the school's website. The annual review and LCAP update does not constitute a material revision of the charter. The LCAP is included as Appendix B.

Annual Goals, Actions and Outcomes to Achieve State Priorities

STATE PRIORITY 1: Teacher Credentialing, Access to Standards-Aligned Instructional Materials, and Maintenance of School Facilities –E.C. §44258.9, 60119, 17002(d)

Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> EIE will hire and train qualified Education Specialists. EIE will use standards-aligned curriculum options and instructional approaches to best prepare students for college and career pathways. 	<ul style="list-style-type: none"> Education Specialists will engage in ongoing professional development training sessions on curriculum, and its application with a diversity of students in an independent study setting. Student Educational Funds will be used to provide each pupil access to standards-aligned instructional materials unique to their educational needs. EIE will conduct surveys on student use of curriculum and involvement in school programs. 	<ul style="list-style-type: none"> At least 90% of Education Specialists will agree that the professional development opportunities offered were relevant and beneficial to their job as an educator with EIE. 100% of students have adequate access to standards-aligned instructional materials. 100% of Education Specialists assigned to EL students will have CLAD certification or the equivalent.

STATE PRIORITY 2: Implementation of State-Adopted Standards, Including Access to Academic Content and Development of English Proficiency by English Learners

Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> EIE will provide state academic standards aligned Math and ELA curriculum to all students. EL students will be provided a network of supportive educational resources to gain academic content knowledge and 	<ul style="list-style-type: none"> Educational funds will first be spent on state academic standards aligned core curriculum Supplementary online programs in math and ELA will be provided All students will be given access to state academic standards aligned curriculum. For EL students, <ul style="list-style-type: none"> research-based EL 	<ul style="list-style-type: none"> 100% of students will have access to state academic standards aligned curriculum 100% of students in grades K-8 will be offered supplemental online instruction addressing state academic content standards in

<p>English Language proficiency rooted in state academic content standards.</p>	<p>curriculum will be provided.</p> <ul style="list-style-type: none"> • Small group tutoring classes for Math and ELA will be offered • EIE EL Coordinator will facilitate the needs of the EL student population 	<p>Reading and Math (such as iReady).</p> <ul style="list-style-type: none"> • A majority of EL students will utilize research-based EL curriculum. • A majority of EL students will take advantage of supplemental ELD supports (such as tutoring or working with EL Teacher
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STATE PRIORITY 3: Parent Involvement in School Site Decisions, Including Parental Participation in Programs for Unduplicated Pupils and EL Student

<p>Annual Goals to Achieve Priority #3</p>	<p>Actions to Achieve Annual Goals</p>	<p>Measurable Outcomes and Methods of Measurement</p>
<ul style="list-style-type: none"> • In EIE’s educational model, parents will play an integral role in educational decisions for their enrolled children. • EIE will facilitate EL parent participation in the ELAC (English Learner Advisory Committee) • EIE will maintain Western Association of Schools and Colleges (WASC) parent focus groups every self-study cycle 	<ul style="list-style-type: none"> • Conduct annual parent surveys. • Conduct Advisory Council and governing board meetings. • Provide events for parents to interact with school leaders. • Education Specialists will encourage their students’ parents to get involved in the LCAP process. • Charter Director will reach out to the parents of all EL students to encourage parent participation in the ELAC process. 	<ul style="list-style-type: none"> • At least 80% of parents will say they are satisfied with the program offerings on EIE surveys. • 100% of parents will have access to school events with school leadership.

STATE PRIORITY 4: Pupil Achievement as Measured by all the Following:

- **Mandated Statewide Assessments**
- **US A-G/Career Readiness**
- **Progress Towards English Proficiency and English Learner Reclassification**

<p>Annual Goals to Achieve Priority #4</p>	<p>Actions to Achieve Annual Goals</p>	<p>Measurable Outcomes and Methods of Measurement</p>
<ul style="list-style-type: none"> • EIE students will participate in all 	<ul style="list-style-type: none"> • Response to Instruction (RTI) will be used to target students struggling and provide them 	<ul style="list-style-type: none"> • EIE will maintain 90% student

<p>statewide mandated assessments.</p> <ul style="list-style-type: none"> EIE will make progressive gains on the CA School Dashboard Academic Indicators or a EIE local assessment. EL students will make progress towards English Language proficiency. 	<p>with additional resources and support.</p> <ul style="list-style-type: none"> Educational Specialists will encourage all high school students to take community college courses. Charter Director will ensure that EL students are being offered additional support in their English Language development and are being assessed annually with the ELPAC. 	<p>participation in CAASPP assessments.</p> <ul style="list-style-type: none"> EIE will show performance progress on state assessments schoolwide for students continually enrolled two or more years. At least 80% of students participating in the RTI program will demonstrate improvements as demonstrated by EIE local assessments.
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STATE PRIORITY 5: Pupil Engagement

- School Attendance Rates**
- Chronic Absenteeism Rates**
- High School Dropout Rates**
- High School Graduation**

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> EIE will maintain its high level of school attendance rates and low level of chronic absenteeism. High school dropout rates will be maintained at a higher rate than county and state. Students enrolled continuously with EIE for at least 3 years of high school will graduate on time. 	<ul style="list-style-type: none"> Parents will remain active partners in the school and in the creation of daily learning opportunities for their child(ren), resulting in high attendance rates. Parents and Education Specialists will regularly discuss student academic progress. EIE will minimize dropout rates through targeted intervention strategies organized by the Charter Director and the Educational Specialist Counselor. Conduct a school climate survey at least once every 	<ul style="list-style-type: none"> EIE will maintain a low level of chronic absenteeism as measured on the CA Dashboard. 100% of high school students will have an individualized high school plan. For high school students who have been continuously enrolled for three or more years, the graduation rate will be at or above the state average

	two years.	
STATE PRIORITY 6: School Climate Pupil Suspension Rates Pupil Expulsion Rates Other Local Measures, Including Surveys of Pupils, Parents and Teachers on Sense of Safety and School Connectedness		
Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • Serve students in an independent study, personalized learning setting. • Inform students that EIE is a school of choice • Students will be supported in following policies and procedures regarding student behavior leading to low suspension and expulsion rates. • Provide ongoing feedback regarding student progress toward meeting state academic content standards • Provide School events for EIE's community. 	<ul style="list-style-type: none"> • Conduct a school climate survey at least once every two years. • Annually all parents and students will sign the written agreement regarding the charter school outcomes, philosophy, student outcomes and program requirements as listed on the Master Agreement. • Monthly meetings between Education Specialist and family; and other forms of parent communication. • EIE will hold local and EIE Community events. 	<ul style="list-style-type: none"> • Maintain suspension and expulsion rate for the most recent three year period of less than 5% of student population as reported on the Student Discipline data collection in CALPADS and reported on the SARC. • A majority of the students who complete the school climate survey will respond to the statement, "I feel my school is a positive experience" with an affirmative response. • 100% of students will participate in a meeting with their assigned at least once every 20 school days. Education Specialist • Year over year, EIE will maintain or increase opportunities for school wide events.

STATE PRIORITY 7 and 8: Access and Outcome to Broad Course of Study in Subject Areas--E.C. §51210 and 51220(a)-(i), as Applicable

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

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Annual Goals to Achieve Priority #7	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • EIE will provide access to a broad course of study to all students, regardless of the state classification status of each student. • EIE will expand the offerings of CTE (Career Technical Education) courses for high school students. • EIE will encourage all high school students to attend at least two community college courses during their high school career. 	<ul style="list-style-type: none"> • EIE will maintain a list of educational vendors to provide broad selection of educational opportunities, unique to the specific needs of the students. • For students in grades K-6, non-core subject matters (such as visual and performing arts) will be made available through educational vendors. • For students in grades 7-12, students will be able to choose to enroll in a diversity of core and non-core elective courses, including a sequence of approved a-g courses. • Educational Specialists will promote community college and CTE options. • EIE’s graduation requirements will reflect a broad course of study. 	<ul style="list-style-type: none"> • New education vendors are approved each year to support students in the “broad course of study” specific to grades TK-12. • EIE maintains an a-g course list with the UCOP for high school students. • All students that graduate from EIE will have completed a broad course of study.

The measurable pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program aligned with California State Frameworks and state academic content standards.

STUDENT LEARNER OUTCOMES

Students will demonstrate competency in seven (7) school growth area goals. The extent to which students achieve these goals is determined by mastery of the student standards and by demonstrated proficiency on State Mandated Assessments:

Student reads and writes effectively.

- Student reads actively and derives meaning from written media.
- Student reads extensively for a variety of purposes.
- Student writes using grammatically acceptable English.
- Student adjusts tone and style of writing for purpose and audience.
- Student supports statements using well-rounded facts, theory, and opinion.
- Student separates fact from opinion.
- Student logically reaches conclusions based on sufficient evidence.
- Student clearly and succinctly states key points.
- Student organizes ideas in a variety of ways.
- Student demonstrates creativity through style, organization, and development of content.

Student sufficiently understands and functions in the world around him.

- Student demonstrates involvement in his/her community.
- Student has knowledge of the reciprocal relationship between the individual and his/her environment.
- Student demonstrates various skills in seeking employment and/or college admission.
- Student understands and demonstrates his/her role as an employee, consumer, and financial manager.
- Student identifies and documents the effects of technology on his/her environment.
- Student participates in physical activities that develop strength, endurance, and personal fitness.

Student appreciates the history of mankind in all its diversity.

- Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving cause and effect: people, events, or situations influencing an action or result.
- Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving comparison: similarities and differences.
- Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving classification: events and situations explained as political, economic, social, and/or intellectual.
- Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving anticipation of the future using evidence from the past and the present to draw conclusion about the future.
- Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving understanding of the extent of time.
- Student applies physical and cultural geography to his/her understanding of societies.

Student comprehends the political process.

- Student understands the structures, operations, and relationships of the governments in the United States.

Student applies mathematical principles and operations to solve problems.

- Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving with numbers and operations.
- Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in geometry and measurement.
- Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in functions and algebra.
- Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in statistics and probability.
- Student solves problems that make significant demands in one or more of these aspects of the solution process: problem formulation, problem implementation, and problem conclusion.
- Student communicates his/her knowledge of basic skills, understanding of concepts, and his/her ability to solve problems and understand mathematical communication of others.

Student applies scientific concepts and skills to explain his world and find solutions to its problems.

- Student observes, compares, orders, and categorizes characteristics and behaviors.
- Student communicates ideas.
- Student relates factors of differing objects and events, and infers about unknown or unseen processes.
- Student applies knowledge and thought processes to explain his/her world and solve problems.
- Student shows a perception of the interrelationships among the scientific themes (energy, interactions, patterns, and change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere, and ecosystem).
- Student recognizes the effects of the sciences, technologies, and societies on one another and on the environment.

Student realizes his own unique educational interests, talents, and abilities.

- Student participates in visual and performing arts, obtains aesthetic perception and valuing opportunities, and understands historical and cultural contributions, or
- Student communicates in a language other than English, while gaining knowledge and understanding of different cultures or
- Student participates in developing personal goals beyond high school through Career Technical Education, vocational pursuits and/or community college participation.

Students participate with their assigned Education Specialist and parents in the design of an individualized learning plan that incorporates all aspects of his/her educational program.

Lifelong Learning Skills

Evergreen Institute of Excellence believes students need to develop skills that will enable them to pursue their own path of learning throughout their adult lives in becoming self-motivated, competent, and lifelong

learners through a mastery of the following skills:

Character Development: To understand and accept the centrality of integrity in all aspects of life and learning and to appreciate the nature and value of moral courage as a necessary instrument of an ethical life.

Communication: The ability to listen, speak, read, and write as appropriate to the intended audience in school, at home, or in the community.

Collaboration: The ability to work productively with school peers, family members, and community members in order to complete assigned projects.

Critical Thinking: The ability to form a reasonable opinion on matters requiring the active assessment and comparison of data, such as those contained in newspapers, election material, and other material available and pertinent to socially aware citizens.

Caring and Respect: The ability to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among peers and community members.

Citizenship: The ability to plan and implement a project in service to the School and the larger community.

Conflict Resolution: The ability to resolve differences of opinion in a civil and fair manner.

Responsibility: The ability to maintain the highest personal standards in studies, character development, and citizenship.

Study Skills: The ability to utilize note-taking strategies, questioning strategies, library research skills, time management, and test taking strategies.

Technological Literacy: The ability to make effective and responsible use of technology to enhance learning and academic performance.

Methods of Measurement

All students will achieve the student standards by graduation, but not all students will progress at the same rate. Certificated Education Specialists shall consider each student's individual abilities, interests, and talents in utilizing the following measurements.

The charter school shall administer the mandated state assessments and shall also meet any required state performance standards as developed. Every year the charter school shall receive an evaluation via California School Dashboard based on multiple state and local measures to determine if students are achieving academic levels which are at least equivalent to or exceeding those achieved by students in similar type schools across the state.

Additionally, student progress will be assessed through the current state mandated assessment tools (CAASPP, ELPAC, and PFT) and a variety of the following:

- Local Schoolwide Assessments
- Monthly review of work

- Parent, student, and Education Specialist observation
- Norm and criterion referenced tests
- Student demonstrations
- Student grades

Use and Reporting of Data

Report of Individual Student Progress

EIE will give each student a baseline assessment when the student initially enrolls so that EIE can track student progress. EIE will keep a database system which will track the state mandated test scores for each student. EIE will report data to parents, and will post a yearly SARC report on the school website. The CA School Dashboard will make available to the public, both state and local indicators about student progress at EIE. EIE will evaluate the data to see if any changes need to be made to EIE's program on an ongoing basis.

Use of Achievement Data to Improve Charter School Programs

School administration and staff will regularly review a variety of student achievement data to inform EIE's decisions about programs EIE offers. As part of EIE's continuing effort to engage parents and guardians in decision-making at the school level, EIE will utilize an Academic Support Survey to gather information about the needs of EIE's students and develop EIE's LCAP. Each year, after the implementation of EIE's LCAP programs and activities, EIE administers our LCAP survey to the parents and the staff, so they can give their input on their student's greatest academic needs and how EIE might best support high academic achievement in all students. Several Advisory Council meetings discuss LCAP goals and progress, so all stakeholders can discuss the trends seen in the data and give further input on the development of the LCAP. After reviewing the feedback received from stakeholders and reviewing the needs of the school, the LCAP goals and actions are developed. The process illustrated above is used annually to review programs offered by EIE's school through the Local Control Accountability Plan and to help develop the plan for the next school year based on the current needs of EIE's students and the school as a whole.

ELEMENT FOUR: GOVERNANCE STRUCTURE

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

For all purposes relating to this charter and the operation of EIE, the governance of EIE shall be divided and organized into two domains: first, **the governance of each family home-based independent study environment**, which, with the assistance and under the supervision of an assigned ES, shall be the responsibility of the parent(s) or guardian(s) of each student enrolled in EIE; and second, **the governance of the formal school supporting structure** which provides the opportunity for each parent to utilize a family home-based independent study environment and administers each home-based independent study environment's interface with the State of California, which shall be the responsibility of Evergreen Union School District.

Each of these two governance domains is equally important to the partnership between participating parents and EUSD in successfully operating and governing EIE. EUSD will manage and operate Evergreen Institute of Excellence pursuant to the terms of this charter. If EUSD ceases to be the manager for the charter school, the charter will terminate automatically.

Governance of the Family Home-based Independent Study Classroom

Research and experience have shown that when parents assume the role of teachers in cooperation with and under the supervision of an assigned ES in the context of home-based independent study schooling, they can create an effective and successful environment for educating their children. This charter recognizes that parents know and love their children better than anyone else, and should have the strongest motivation to provide their children with a loving, nurturing, educational environment -which can best facilitate their children's involvement in learning. Through home-based independent study education, this charter provides parents with the opportunity to fully participate in their children's education and, in cooperation with and under the supervision of fully credentialed assigned Educational Specialists, to fulfill the role of natural teachers dedicated to their child's education in a daily, hands-on way.

Under this charter and pursuant to a formal student agreement required by the State of California and administered by EIE, each parent or guardian of one or more student enrolled in EIE, in cooperation with and under the supervision of an assigned fully credentialed ES, shall create, maintain, and govern a home-based independent study environment in their home for each child enrolled in EIE. Subject to and within the formal framework of this charter, EIE policies and procedures, and to the fullest extent allowable under State and Federal law, each parent or guardian, in cooperation with and under the supervision of a fully-credentialed assigned ES, shall be responsible for governing their own home-based independent study environment by making decisions regarding their children's education, by selecting curricula appropriate for each child with assistance from EIE staff, and by ensuring that their children have what the parent(s) or guardians(s) deem the best educational opportunities available through EIE.

Governance of the Formal School Supporting Structure

Governing Board – Evergreen Board of Trustees

Evergreen Institute of Excellence will be operated by the Evergreen Union School District Board of Trustees pursuant to the adopted Bylaws, which will be consistent with Charter Education Code. The Board of Trustees may initiate and carry on any program or activity, or otherwise act in any manner, which is neither in conflict with, nor inconsistent with, nor preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board of Trustees may execute any powers delegated to it by law and will discharge any duty imposed by law upon it and may delegate to any employee any of those duties. The Board of Trustees, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The current Evergreen Union School District Board of Trustees consists of five voting members. Each Board of Trustees member brings significant experience and strong commitment to the organization. The Board of Trustees member terms are four years with the possibility of unlimited reelection. Vacancies are filled by appointment.

The Board of Trustees will address program concerns regarding the operation and improvement of Evergreen Institute of Excellence. The Board of Trustees is the final policy-making authority for Evergreen Institute of Excellence. The Board of Trustees will recommend programs, policies, and schedules designed to meet the evolving educational needs of Evergreen Institute of Excellence students, parents, and teachers.

The Brown Act

All Board of Trustees meetings will be held in accordance with the Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), and will be open to the public and each agenda will include time for community input with regard to Evergreen Institute of Excellence. However, the Board of Trustees reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of closed session. The Board of Trustees meetings will be held in compliance with the Bylaws, and held at a location within the District boundaries.

Conflict of Interest Code

The Board of Trustees' adopted Conflict of Interest policy shall apply to all governing Board of Trustees members, candidates for member of the governing Board of Trustees, and all other designated employees of Evergreen Union School District and any and all of the California public charter schools it operates, as specifically required by California Government Code Section 87300.

Advisory Council

Director, Staff, Parents and Students will make up the Advisory Council. This Council will meet monthly to obtain recommendations for, assist with the development/modification of plans, review expenditures, and evaluate the progress made toward school goals to raise the academic achievement of all students, as well as to carry out other duties assigned to the council by the District Board of Trustees and by state law.

The Advisory Council will be made up of a seven member Board Advisory Committee:

- 1) Two reps from Evergreen Union School District
 - i. One board member
 - ii. One superintendent
- 2) One Charter Director
- 3) Four Community Members
 - i. One parent
 - ii. Two community member
 - iii. One high school student

Parental Involvement Ensured

The charter school practices and policies will ensure parental involvement in student education through the provisions of this charter, through specific parent/student contracts required by law relating to each home-based independent study classroom practices, curricula, and otherwise, and through participation with the Advisory Council and Governing Board in fulfilling the responsibilities and activities as specified herein.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

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

Qualifications of School Employees

The Administrators within the academic departments will be responsible to ensure that all teaching staff meet the appropriate state and federal charter school requirements for general education and special education respectively. All charter school students are assigned to an Education Specialist who shall hold a current California Teaching Credential, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, as outlined in the Administrator's Assignment Manual. The school may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management and support services upon position approval from the EUSD Board of Trustees. All staff of EIE will have the necessary qualifications, skills, experience, certification, and credentials to fulfill the duties outlined in their job descriptions. These documents and job descriptions shall be maintained on file at the EUSD District Office.

Compensation and Benefits

All staff will be compensated equitably and fairly based on EUSD Board adopted Evergreen Institute of Excellence salary schedules. EIE also pays for all applicable employment and retirement taxes and fees including social security, STRS, etc, (for those participating). The charter school will offer medical, dental and vision healthcare insurance for eligible full-time employees (definition will be determined by the legal requirement for charter schools). Salaries, benefits, and working conditions are reviewed annually by administration and recommendations for change are made to the Board of Trustees.

Employee Representation

All employees of EIE shall be employees of the charter school and not employees of any District or the SBE for the purposes of AB 631. This charter school shall be deemed the exclusive public school employer of the employees of EIE for the purposes of the Education Employment Relations Act Section 3540.1 of the Government Code.

ELEMENT SIX: HEALTH AND SAFETY POLICIES

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

EIE shall comply with all of the requirements of Education Code Sections 47605.(b) (5) (F), 44237, and 32282 to ensure the safety of employees and students. EIE will comply with all applicable laws, including the Family Education Rights and Privacy Act, concerning immunization, health and safety, first aid, child abuse reporting and related issues for both employees and students. All employees of EIE will furnish criminal record summaries in accordance with Education Code section 44237.

The Comprehensive School Safety Plan for EIE is the EUSD Board approved Evergreen Middle School Safety Plan, due to EIE's program being based/housed on the EMS campus. The EMS plan is attached as Appendix C and is in full compliance with the corresponding language required in AB 1747, which references the education codes listed above.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

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

Non-Discrimination

The means by which the charter school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition was submitted will consist of public announcements of the school's program that will neither encourage nor discourage any particular racial or ethnic group from gravitating to the charter school. EIE will maintain information concerning the ethnicity of all EIE students, and if the balance is not reflective of that of the sponsoring district, a committee of school parents, teachers and EIE staff will meet to discuss the imbalance and explore available options, which may include additional outreach initiatives, to remedy the situation.

ELEMENT EIGHT: ADMISSIONS REQUIREMENTS

Governing Law: Admissions requirements, if applicable. --California Education Code Section 47605 (b)(5)(H) and AB 1360

EIE is home-based independent study educational program. Pursuant to applicable law, students qualified under relevant statute(s) and regulation(s) will be considered for admission without regard to ethnicity, national origin, gender, and disability or achievement level. Admission will not be determined according to the place of residence of the student or parents, except as required by law. Prior to admission, each student's parent(s) or guardian(s) must sign a written agreement regarding the charter school outcomes, philosophy, program, and any other applicable requirements including special education services offered by the charter school. All students' continued enrollment shall depend upon them fulfilling the terms of the written agreement.

Charter schools are schools of choice. All students in the Evergreen Union School District, neighboring districts and TK-12 students residing in counties contiguous with and including Tehama County are eligible to attend EIE.

EIE will be open to all TK-12 students, including those with special education and Section 504 needs. EIE will support the administration of special education services and will participate with EUSD in mandated Child Find responsibilities. EIE staff will be instructed regarding mandated Special Education Child Find responsibilities and referral procedures.

The charter school shall comply with all laws establishing minimum age for public school attendance. For a maximum age limit, the school shall allow only pupils over 19 years of age to attend if they have been continuously enrolled in public school since age 18 and continue to make satisfactory progress towards a high school diploma, or, in the case of qualified children with disabilities, as required by law.

Public Random Drawing

In the event that the number of students who wish to attend the school exceed the school's capacity, a lottery system will be used to determine those selected to attend. Admission preference will be given first to siblings of current students, second to students of Charter School staff, third to those students residing within Evergreen Union School District boundaries and finally to students who live in other communities and counties served by the school.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authorizer. --California Education Code Section 47605 (b)(5)(l)

An annual independent fiscal audit of the books and records of Evergreen Institute of Excellence will be conducted as required under the Charter Schools Act 47605(b)(5)(l) and 47605(m). The books and records of Evergreen Institute of Excellence will be kept in accordance with the generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures for public schools in the State of California. The audit of Evergreen Institute of Excellence may be included in the audit of all schools operated by Evergreen Union School District so long as the audit provides separate revenues and expenditures for each charter school as well as the balance sheet data for each charter school. The audit will be conducted in accordance with applicable provisions within the California code of Regulations governing audits of charter schools as published in the State Controllers TK-12 Audit Guide.

As outlined in Education Code section 47604.3, the charter school shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority or from the Superintendent of Public Instruction and shall consult with the chartering authority or the Superintendent of Public Instruction regarding any such inquiries.

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. --California Education Code Section 47605 (b)(5)(j)

This Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and wellbeing of all students in EIE. Although many of the students of the school will work from home, this policy is written broadly to apply as needed to students at school-sponsored activities or at school facilities.

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 Education Improvement Act of 2004 ("IDEIA") 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's Special Education Lead and EUSD Superintendent shall

be consulted in all cases of potential suspension or expulsion relating to Special Education students to ensure compliance with all applicable statutes.

Enumerated Offenses

Students may be suspended or expelled from EIE for:

- any act specified in Education Code 48900,
- non-compliance with the terms of the written student agreement,
- or any material violation of any of the conditions, standards or procedures set forth in the charter, the school handbook, the student agreement, or the school's policies and procedures.

Education Code 48915 lists the non-discretionary and discretionary offenses for suspension and expulsion that EIE will follow.

Suspension/Expulsion Procedures

Based on information regarding student behavior or performance as specified above, EIE will send a suspension or expulsion notice to the student's parent(s) or guardian(s). The notice will include an explanation of the charges against the student and the student's basic rights. For suspensions of fewer than ten (10) days, if the pupil denies the charges, the school will provide an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

For suspensions of ten (10) days or more, or an expulsion, the parent(s) or guardian(s) of a student may request a hearing where the parent and the student shall be given an opportunity to participate and present facts relevant to the issues set forth in the notice.

At the hearing, the student will be provided a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and the student will have the right to bring legal counsel or an advocate. In the event of any such request, an assigned school administrator shall appoint a Hearing Committee composed of five (5) members consisting of one teacher, one advisor and a member of the Governing Board which shall conduct a hearing regarding the notice. After the hearing, The Hearing Committee shall send its recommendation to the assigned school administrator and the district liaison. The assigned school administrator and district liaison, together, will make all final decisions concerning suspension, expulsion, or reinstatement of suspended or expelled students. In the event of a student's expulsion, EIE will notify the student's district of resident of the student's expulsion.

An expelled student shall have no right to appeal and the expulsion decision shall be final.

In the event of a student's expulsion, EIE will notify the Superintendent of the school district of the student's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil. Expelled students who are subject to compulsory full-time education pursuant to Education Code 48200 have a duty to attend the school district in which the parent or guardian resides.

No student shall be involuntarily removed by the school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall inform him or her of the right to initiate the procedures specified above for suspension/expulsion before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified above, the

student shall remain enrolled and shall not be removed until the school issues a final decision.

ELEMENT ELEVEN: RETIREMENT SYSTEMS

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

Employees of EIE shall participate in STRS, PERS, or Social Security depending upon eligibility with the corresponding agency. Staff may have access to other school sponsored retirement plans according to policies developed by the Board of Trustees and adopted as the school's employee policies. The Business Manager will be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Enrollment at this charter school is entirely voluntary for all students. Attendance at district of residence public schools shall be an option for all students who do not choose to attend this charter school.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

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

Persons employed by EIE shall not be deemed to be employees of the sponsoring district for any purpose whatsoever. All employees leaving the district to work at EIE shall enjoy the same employee benefits as all other employees of EIE with similar job classifications.

ELEMENT FOURTEEN: DISPUTE RESOLUTIONEL

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

Evergreen Institute of Excellence recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. Evergreen Institute of Excellence is willing to consider changes to the process outlined below as suggested by the District.

Evergreen Institute of Excellence and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. In the event of a dispute between the Charter School and the District, the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent (or designee) and Director of EIE. In the event that the District Board of Trustees of Education believes that

the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The designee for Evergreen Institute of Excellence and the designee for EUSD will informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties will identify two Board of Trustees members from their respective Board of Trustees who will jointly meet with EUSD designee and the District Superintendent or designee and attempt to resolve the dispute within 14 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, EUSD designee and the District Superintendent will meet to jointly identify a neutral third party mediator to engage the parties in a non-binding mediation session designed to facilitate resolution of the dispute. EUSD designee and the District Superintendent or designee will develop the format of the mediation session jointly. Mediation will be held within 30 business days of receipt of the dispute statement. The costs of the mediator will be split equally between EUSD and Evergreen Institute of Excellence. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of EUSD and Evergreen Institute of Excellence.

This dispute resolution procedure shall not apply to any request for equitable or injunctive relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable or injunctive relief, neither party may commence a civil action with respect to the matters submitted to dispute resolution until that process is complete.

ELEMENT FIFTEEN: CLOSURE PROCEDURES

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

In the event EIE closes, EUSD shall document and effect its closure by official action of the District Board of Trustees, which shall identify the reason for the closure. EIE shall promptly notify students and parents of the official action and the effective date of the school closure. EIE shall provide information to assist parents and students in locating suitable alternative educational programs.

As applicable and consistent with statute, EIE will provide parents, students, and/or the District or subsequently selected school(s) with all appropriate student records and will otherwise assist students in transferring to their next school(s). All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. §1232g. As soon as reasonably practicable, the School will prepare final financial records.

As soon as reasonably practical, the School will prepare final financial records. The District will also have an independent audit completed within six months after closure. The District will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction

in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

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

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the Evergreen Union School District and reserves the right to distribute these assets in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another public educational entity. All assets will be District property and will remain so upon School closure. The District will return 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, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

Revoking the Charter [Ed Code Section 47607(c)(1)].

The District Board of Trustees may revoke the Charter if it finds that EIE did any of the following:

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.
2. Failed to meet or pursue any of the pupil outcomes identified in the Charter.
3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. Violated any provision of law.

MISCELLANEOUS PROVISIONS

Budgets

Attached as Appendix A please find the 2019-20 Second Interim Budget including the next two fiscal years.

Financial Reporting

The school will complete and file any annual reports required pursuant to Education Code Section 47604.33. In addition, EUSD will provide the administrative services by employees of the District.

Administrative Fees

Governing Law: The manner in which administrative services of the School are to be provided. --California Education Code Section 47605 (g)

Mandated Costs

Though under California Law EIE may not be required to meet the same health, safety, and welfare requirements for its students as mandated for non-charter public schools, EUSD, on behalf of EIE, reserves the right to do so if it determines that such will best provide for EIE' students' health, safety or welfare, but shall not be required to do so unless specifically mandated by law. EIE shall comply with all state mandates required for Non-Classroom Based Instruction and Independent Study based charter schools.

CIVIL LIABILITY IMPACT

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

Impact on the Charter Authorizer

Impact upon the charter authorizer shall be minimal. EIE will be covered for all insurances in Checking Liability Insurance under the Evergreen Union School District's umbrella.

Services obtained from Charter Authorizer

Details of any business or administrative services, special education services, costs and funding between the District and EIE shall be detailed in the MOU. In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this Charter, which are inconsistent with but applicable to the terms of this Charter, the parties agree to amend this Charter and any applicable MOU provisions to accord with any such changes.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school within the District attendance boundaries. --California Education Code Section 47605 (g)

The local office and main classrooms of EIE shall be on the Evergreen Middle School campus in Cottonwood, CA and its administrative office shall be located at the EUSD office in Cottonwood, California, or at such other location as EUSD may subsequently designate.

CONCLUSION

By renewing this charter, the Evergreen Union School District will be fulfilling the intent of the Charter Schools Act of 1992 to:

- (a.) Improve pupil learning.
- (b.) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c.) Encourage the use of different and innovative teaching methods.
- (d.) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e.) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f.) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

The term of the charter shall be five years from July 1, 2020 through June 30, 2025. The District Board of Trustees must act to renew or not renew this Charter no later than six (6) months prior to the date this Charter expires. The standards and criteria in Education Code Sections 47605 and 47607 shall govern future renewal of the charter as applicable.

APPENDIX A

2019-2020 Second Interim Budget

APPENDIX B

2019-2020 Local Control and Accountability Plan (LCAP)

APPENDIX C

Evergreen Middle School Safety Plan