



Evergreen Institute of Excellence

Achieving Success in the 21st Century

A California TK-12 Charter School

Submitted to: **California Department of Education**

Charter Schools Division

April 30, 2015

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Evergreen Institute of Excellence

A California Charter TK-12 School

I. PREFACE

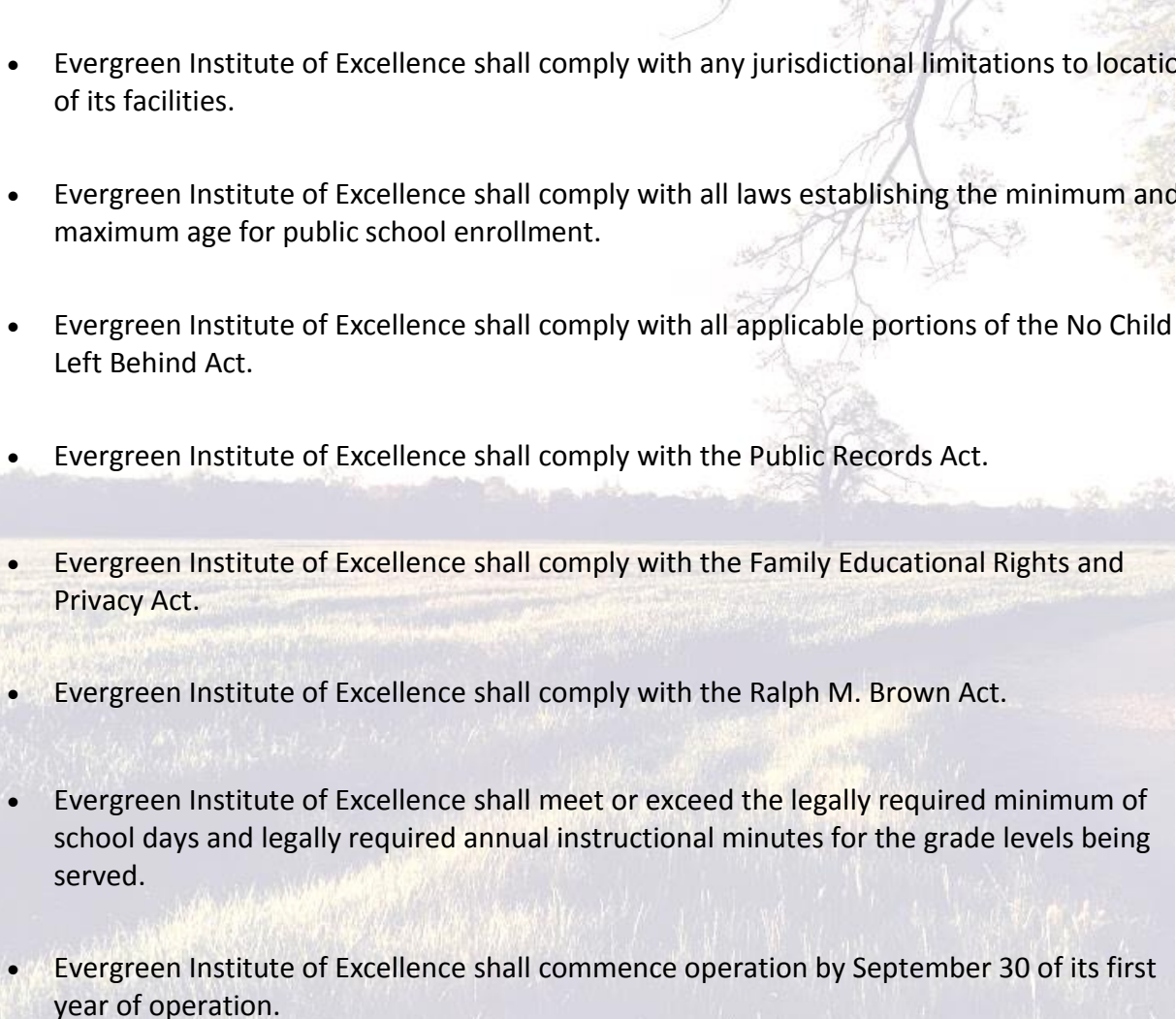
This petition outlines the importance of Evergreen Institute of Excellence as an additional educational resource for students that find themselves on the outside of the traditional system for educational success.

Affirmations / Assurances

As the authorized lead petitioner, I, Leila Dumore, hereby certify that the information submitted in this petition for a California public charter school to be named Evergreen Institute of Excellence (the “Charter School”), and to be located inside the boundaries of the Evergreen Union School District (“District” or “EUSD”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall not be deemed the exclusive public school employer of the employees of Evergreen Institute of Excellence for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Shall not charge tuition.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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).

- Shall admit all pupils who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process with preferences in the public random drawing provided in accordance with Education Code Section 47605(d)(2). Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- Shall at all times maintain all necessary and appropriate insurance coverages.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

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- Evergreen Institute of Excellence shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - Evergreen Institute of Excellence shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - Evergreen Institute of Excellence shall comply with any jurisdictional limitations to locations of its facilities.
 - Evergreen Institute of Excellence shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - Evergreen Institute of Excellence shall comply with all applicable portions of the No Child Left Behind Act.
 - Evergreen Institute of Excellence shall comply with the Public Records Act.
 - Evergreen Institute of Excellence shall comply with the Family Educational Rights and Privacy Act.
 - Evergreen Institute of Excellence shall comply with the Ralph M. Brown Act.
 - Evergreen Institute of Excellence shall meet or exceed the legally required minimum of school days and legally required annual instructional minutes for the grade levels being served.
 - Evergreen Institute of Excellence shall commence operation by September 30 of its first year of operation.

Leila G. Dumore

Date: _____

Lead Petitioner

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CHARTER FOUNDING GROUP

Leila Dumore -- Leila Dumore has been a teacher with the Evergreen Union School District for 20 years, and for the last 10 years, as the Home School Teacher for the District. She is also a Board Member for the Cascade Union Elementary School District located in Anderson, California.

Brad Mendenhall – Brad Mendenhall is the current Evergreen Union School District Superintendent. He has been employed with the District since 1998.

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 Papesch -- Sandy Papesch is a community member, who has been involved with the Evergreen Union School District in several roles over many years. She is a parent of students in the District. She is serving on the Middle School Site Council, and continues to be a participant of the Charter School Committee.



OVERVIEW

Location	Cottonwood, CA with authorization by Evergreen Union School District
Educational Focus	Evergreen Institute of Excellence will offer an educational opportunity that utilizes curriculum aligned with the California standards, assignments aligned with the maximum potential of the students, and a clear goal of every student maximizing his or her potential.
Grades Served	Grades Transitional Kindergarten through 12
Flexible Instruction	All students will be provided with curriculum that meets the California Standards for their grade level with high interest delivery and benchmark examinations.
Mission of School	Evergreen Institute of Excellence 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 lifelong learners.
Schools Like Evergreen Institute of Excellence	Evergreen Institute of Excellence will successfully offer an alternative for students seeking education at home opportunities to better meet their needs using online curriculum and highly qualified teachers.



INTRODUCTION

Who We Are? Evergreen Institute of Excellence

Evergreen Institute of Excellence offers students sound, standards-based instruction within the flexibility of increased parental involvement coupled with state of the art standards based curriculum. Families remain key to the success of the school coupled with highly qualified teachers and sound standards based curriculum that meets both the Common Core State Standards and the existing state standards. 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.

Evergreen Institute of Excellence will make important contributions to Public Education

Experienced California educators and educational leaders formed the Evergreen Union School District in 1956. Evergreen Union School District operates Evergreen Elementary School, Evergreen Middle School, Bend Elementary School, Evergreen State Preschool, Evergreen Home School and now, the proposed high-quality charter school that will serve students in Tehama County and the surrounding region.

In accordance with the California Charter Schools Act of 1992, as amended (the “Charter Schools Act”), Evergreen Institute of Excellence hereby petitions the Evergreen Union School District (“EUSD”, the “District”, or the “School District”) to grant this charter petition for the Evergreen Institute of Excellence for five years from the date of the school first serving students (the “Charter”). (Throughout this Charter, the terms “student” and “pupil” are used interchangeably.)

The Charter Schools Act states in Education Code 47601(a)-(g) that:

It is the intent of the legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- 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 high 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
- g. Provide vigorous competition within the public school system to stimulate continual improvement in all public schools

As detailed in this Charter, Evergreen Institute of Excellence will make important contributions to the legislative goals outlined above. By granting this Charter, EUSD will help fulfill the intent of the Charter Schools Act while providing students with an additional quality public school educational option.

Offering Improved Academic Performance in Tehama County

There is a clear need to improve public education in California and the United States. The need to offer additional high-quality educational choices is equally important in Tehama County. Evergreen Institute of Excellence will improve educational opportunities for students and families in Tehama County and surrounding counties by providing a school that is:

- A public school with specific college and 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
- Offering a rigorous academic curriculum to all its students, including math and science
- Committed to maintaining high expectations for both academic and personal performance
- A supportive school environment
- Operated in partnership with parents

Currently, Tehama County does not offer a similar program to Evergreen Institute of Excellence. Tehama County does have one K-8 Home School Charter. Evergreen Institute of Excellence will combine retention (low dropout rates) with high academic expectations and results. Evergreen Institute of Excellence will endeavor to qualify more students to attend two and four-year colleges and universities than the present county rate, increasing the pool of county residents with the high-level skills needed by companies in our region and nationally.

California developed the Blueprint for Great Schools in order to help guide the state towards a more effective means to reach a highly qualified high school graduate including career and university pursuits. The call for this initiative includes high dropout rates, low skilled workers, and misalignment of A-G courses towards career and technical pursuits concurrently. According to the Blueprint, strategies include:

Higher Education and Secondary Alignment Key Recommendations

To increase high school and postsecondary graduation rates and prepare students for the new economy they will be entering, Evergreen Institute of Excellence will:

- Instruct both the students and the parent on the A-G requirement upon enrollment.
- Identify each course offering as an A-G requirement as applicable.
- Parents and students will be required to identify a list of colleges/universities the student plans to attend by the beginning of the 11th grade year.
- Student will narrow the selection options during the 11th/12th grade years. Visitation to the college/university will be encouraged where ever feasible.


Create strong Linked Learning pathways to college and careers by evaluating and investing in innovative, personalized high school models that engage students in academic and applied learning, and by modernizing A-G requirements while revamping high school assessments. Implement key recommendations from the AB 2648 Multiple Pathways to Student Success Plan published in 2010.

According to the Blueprint for Great Schools, California “The California public school system has experienced serious reductions over the last few budget cycles leading to reduced educational services and personnel. Current budget proposals include significant cuts to California's early care and education programs. It is critical that we maintain the basic infrastructure of the early learning and development programs that serve our youngest learners, including high-quality preschool programs, so that the system can expand when funds are available.” All of the recommendations by the State of California offer solutions that have high costs including data collection, in home visits, curriculum and readiness data for birth to grade three system, and various other initiatives that do not include parents as the primary source of support (<http://www.cde.ca.gov/eo/in/bp/bpstrategy5.asp>). Public funding has been improved in the two budget cycles, but has not reached the 2008 funding levels.

Paradoxically, traditional, magnet, and charter schools that interface with the families directly tend to perform much better than schools without these relationships. Based on the expensive efforts of the state of California that have protracted development plans, the answer for public schools tend towards the immediate results found between the teacher, the student, the parent, and the leadership of the local school.

California is one of the Poorest Performing States in the United States

California struggles academically when compared to the other states in the United States. The 2011 National Assessment of Education Progress (NAEP), ranked California 8th grade students the sixth lowest in the nation. According to the California Department of Education and the National Center for Educational Statistics as derived from the Governor’s Committee on Education Excellence (2007), California lags behind the other states in a variety of metrics including being in the bottom 10% nationally in Reading, Math, and Science. We have included Evergreen’s comparison scores noted below.

Table 1 – National Center for Education Statistics (2011)


Subject Area	State Grade 4 Proficient and Advanced Percentage	Evergreen CST Grade 4 Proficient and Advanced Percentage (2011)	State Grade 8 Proficient and Advanced Percentage	Evergreen CST Grade 8 Proficient and Advanced Percentage (2011)
Math	25%	80%	24%	78%
Reading	34%	75%	25%	63%
Science	23%	82% (5 th grade)	20%	65%

TABLE 1 (25% 4th grade and 24% 8th grade), math (34% Proficient and Advanced 4th grade and 25% Proficient and Advanced 8th grade), and science (23% proficient and advanced grade 4 and 20% proficient and advanced 8th grade) (Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by state/jurisdiction: 2011)

The Need for Improved Educational Opportunities in Today's World Demand Innovations like Evergreen Institute of Excellence

The same Blueprint for Great Schools suggests that the component of parents is a key component for successful students according to the document, '**Parent Involvement**'. Research conducted for the last 30 years clearly indicates that parent involvement in their children's education has a significant impact on student achievement, as well as social and emotional growth. The parent component is critical to the student achievement, since the parent is the co-teacher with the professional staff. The charter school staff will be trained to support parents in their development of the parent as an instructor will be ongoing and part of the LCAP plan. Teaching character and promoting trustworthiness, respect, responsibility, fairness, caring and good citizenship, is important. Including parents in this process from the start will give California's children a strong foundation for success.

(<http://www.cde.ca.gov/eo/in/bp/bpstrategy6.asp>) As the state of California asserts and Evergreen Institute of Excellence relies upon, parent involvement is an essential component.

Parents and teachers work together to develop comprehensive plans for the students that are monitored regularly and tracked using a variety of tools including student learning plans, student assignments, embedded assessments, and third party assessments such as NWEA, ACT, and STAR.

Evergreen Institute of Excellence also meets the component by aligning students towards career AND college, and not just one path. In addition, students are given opportunities in similar programs at community colleges to encourage further the Blueprint for Great Schools.

Evergreen Institute of Excellence Meeting the Needs of the Community

Evergreen Union School District proposes establishing 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 going to a four-year college or a recognized trade organization. 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.

The average percentage of students that graduated from Tehama County High Schools that completed the A-G requirements was as follows:

2010/2011	12.2%
2011/2012	11.9%
2012/2013	18.3%
2013/2014	20.3%

The students at all grades require formal instructional support from certificated teachers to augment the passion of parents and ensure results equal to or better than the surrounding schools. These families will choose independent study or schooling at home rather than a traditional school site, and with Evergreen Institute of Excellence, they will have both the support of credentialed teachers along with the public school goal of having the students reach proficient or advanced in the core subject areas.

It is important to the Evergreen Union School District Board of Trustees that a positive, student-centered relationship that focuses on academic growth of all children along with the development of the whole child with schools in the district. The Evergreen Institute of Excellence will be expected to maintain the same standard.

Evergreen Institute of Excellence will be built on the Success of the Evergreen Union School District

Rigorous

Evergreen Union School District operates three successful elementary and middle schools (Evergreen Elementary School, Evergreen Middle School, Bend Elementary School), two successful state preschools (Evergreen State Preschools), a successful Home School Program (Evergreen Home School TK-8) and now, the proposed high-quality charter school that will serve TK-12 in Tehama County and the surrounding region.

National Awards

- National Association of Title 1 Directors Award – 2004
- Title 1 Distinguished School – 2004

California State Awards

California Distinguished School Awards

- Evergreen Elementary School – 2000
- Evergreen Middle School – 2001
- Evergreen Elementary School – 2004
- Evergreen Middle School – 2009

Title 1 Awards

- Title 1 Academic Achievement Award – 2005
- Title 1 Academic Achievement Award – 2006
- Title 1 Academic Achievement Award – 2007
- Title 1 Academic Achievement Award – 2008
- Title 1 Academic Achievement Award – 2009
- Title 1 Academic Achievement Award – 2011

Base API Scores

Year	Evergreen Elementary School	Evergreen Middle School	Bend Elementary School
2004	837	750	
2005	865	772	
2006	898	808	
2007	900	812	
2008	888	857	
2009	906	847	
2010	908	853	
2011	884	848	
			<i>Bend became part of Evergreen through lapsation</i>
2012	884	865	796
2013	846	862	885

Relevant

The teaching staff refined the state adopted curriculum to better fit the California standards within the scope and ability of the students. The students learned how to both develop a personal understanding of the curriculum while reaching out to the support services to develop a strong understanding of the curriculum and the California standards. Evergreen Institute of Excellence is a Home School/Independent Study program using both high interest online support coupled with highly qualified teachers to ensure meaning for each student.

Relationship

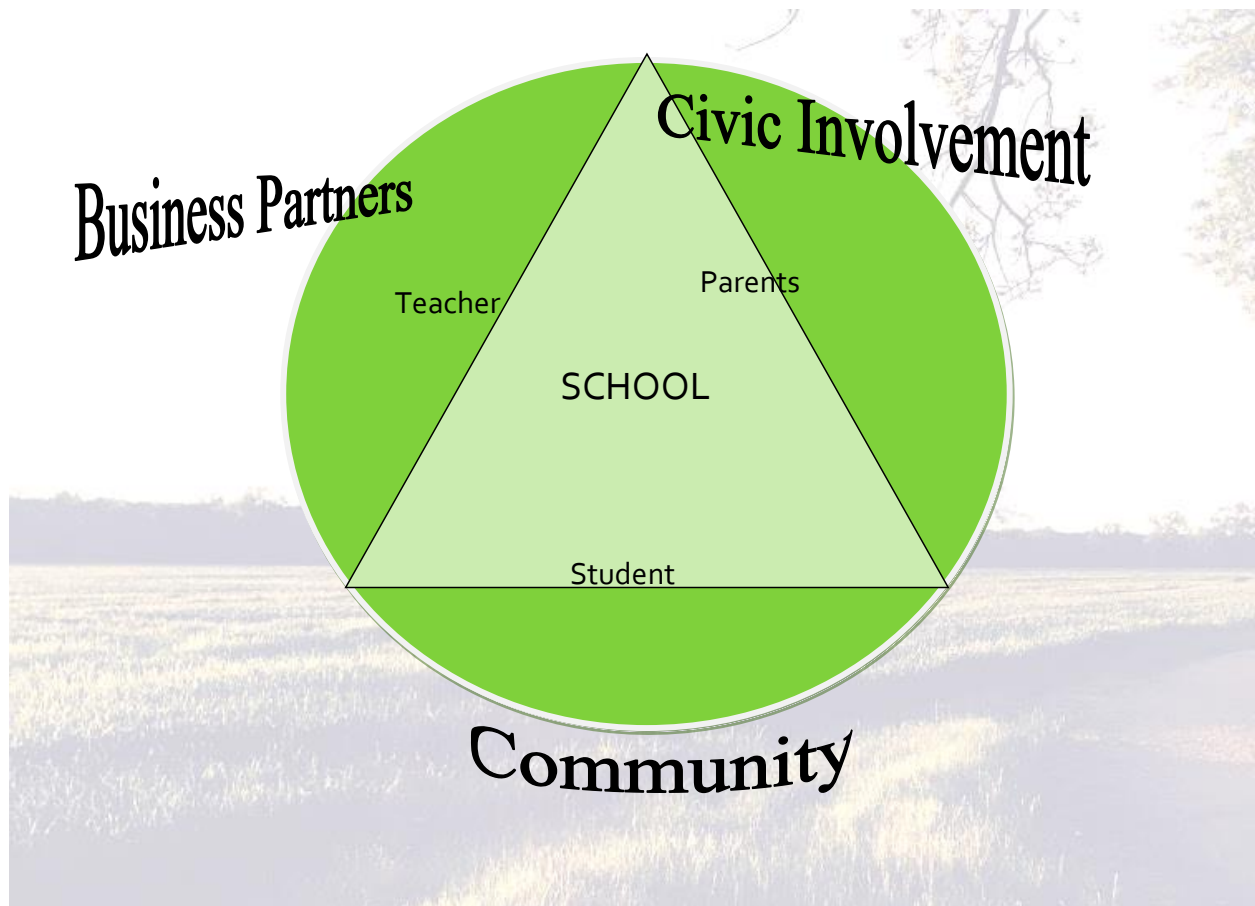
The students and their families develop solid one-on-one relationships with their teachers as well as the staff at the school ensuring that students maximize their potential. In comparison to other educational opportunities for these families, this is perhaps the key element as it is foundational to determine the appropriate rigor and relevance for EVERY student. This relationship is further cemented through the consistent planning between staff and families to develop programs specifically designed to enhance the learning experiences of the students.

Parent/Teacher/Student Triad

Evergreen Institute of Excellence will rely 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 teacher 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 teacher 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 Common Core State Standards and 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. 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 four-year college and established vocational programs.

Parent/Teacher/Student Triad Graphic

As illustrated in the above graphic, the Parent/Teacher/Student Triad is encompassed by Community, Business Partners, and Civic Involvement. These elements will allow students of Evergreen Institute of Excellence to be well rounded and better prepared for the 21st Century. Our Business Partners are open to job shadowing and internships, in addition to keeping us apprised about the skills and training needed in the every changing job market and career worlds. Our Community will share their expertise with our students to inspire innovation and creativity for real world applications. The Community is ready to partner with our students and develop mentorships to help navigate the next step in our students' education. Civic Involvement is important for our students to be active participants in civic events, duties and work in order to see the larger picture of their world.

II. SIXTEEN ELEMENTS OF COMPREHENSIVE DESCRIPTIONS OF A CHARTER SCHOOL

ELEMENT 1. EDUCATIONAL PHILOSOPHY AND PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

-California Education Code 47605(b)(5)(A)

Element A: Education Program

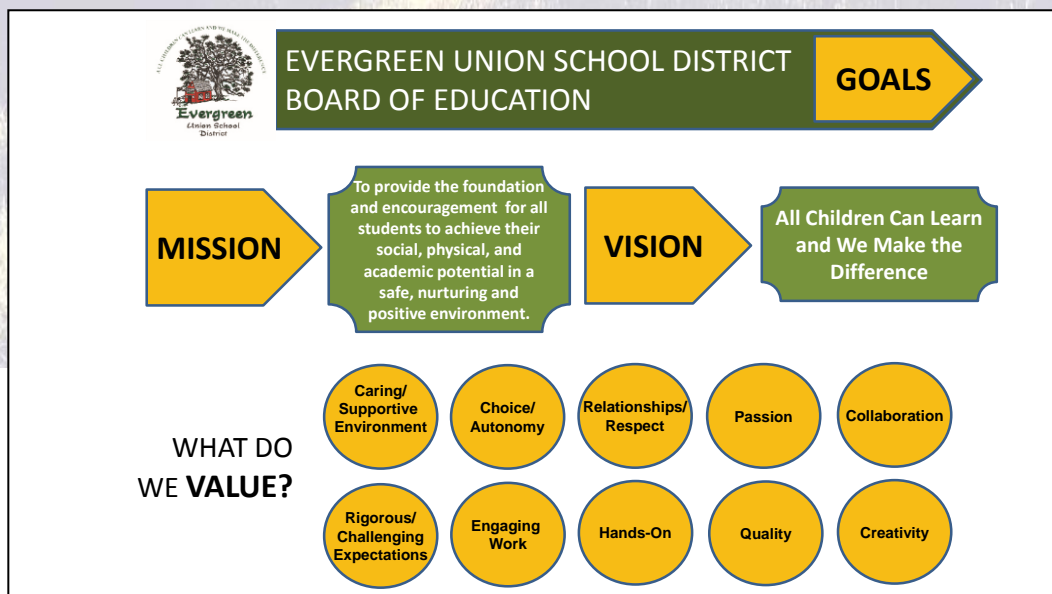
47605 (b) (5) (A) (i)(ii) A description of the educational program of the school, designed, among other things, to identify those pupils whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. (ii) 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.

VISION

All Children Can Learn and We Make the Difference.

MISSION

To provide the foundation and encouragement for all students to achieve their social, physical, and academic potential in a safe, nurturing and positive environment.



Strategic Plan**Learning and Growth**

- Expand student-centered opportunities and decisions to maximize learning.
- Develop and maintain meaningful and appropriate relationships with families.
- Facilitate teacher innovation and flexibility in developing successful academic goals and materials.
- Effectively utilize state adopted materials with fidelity in a non-traditional school setting.
- Implement effective, proven 21st Century educational opportunities for staff development.

Sustainability

- Ensure all programs meet the overarching goals of the organization and charters with fiscal prudence and accountability.
- Maintain a clear individualized focus on all students in the organization.
- Seek opportunities to continue building Evergreen Union School District as a valuable regional educational resource.

Internal Organization

- Establish a continual improvement system to better service internal and external customers.
- Expand the understanding and use of Professional Learning Communities throughout the organization.
- Develop and implement parent training and workshops to address student struggles and to increase student achievement.
- Maintain adequate resources throughout the organization to ensure maximum productivity and student learning.
- Implement planning tools allowing internal and external customers clear vision of programs with appropriate timelines.
- Develop and implement a new teacher training program for Evergreen Institute of Excellence.

Community

- Establish clear expectations and goals for all incoming students and share this information with all interested local agencies and groups.
- Develop meaningful partnerships with organizations to further opportunities for students and staff.

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| <ul style="list-style-type: none"> • Maintain a focus on increasing all state standardized assessments results within the models offered by Evergreen Union School District. • Ensure compliance with all local, state and federal regulations ensuring educational success for students within the models developed by Evergreen Union School District. | <ul style="list-style-type: none"> • Establish and maintain positive relationships with local groups including media, community groups, and business organizations. • Establish and disseminate clear goals and achievements through multiple communication tools. • Maintain positive relations with the local educational groups including the sponsoring school district. |
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How Learning Best Occurs

The homeschool educational program will be based upon the latest effective educational research. The following are examples, but are not an exclusive list. Realize that parents are included in this process. Part of our parent development will include instruction in these areas.

The most effective learning environment for most students include multiple types of experiences. Home school allows for more practical and hands on activities than the traditional classroom since the home school student spends much less time in the classroom and more in the real world.

Brain research confirms that student engagement through more than one modality learns more than through a lecture or even reading. Students hearing, seeing, doing makes for deeper learning. The home school student will be expected to be engaged at all levels. They will research and report findings in a variety of ways including using technology along with written and verbal presentations.

The effective use of feedback has been found by research to be one of the most powerful learning tools. The staff and the parents will learn to use feedback appropriate for the task and students' age. The small student to adult ratio enhances the effectiveness of the timely feedback, which is not possible in a traditional classroom. This is one example how research will guide and support the instruction at the school and in the home.

21st Century

To be an educated person in the 21st century global economy includes an individual that is a self-motivated, competent, and lifelong learner. The educated person can read, write, speak, and problem solve in a variety of environments and settings. It is the goal of this Charter School to help instill in students a desire to use their acquired knowledge and skills to benefit their local community as well as

the world in which they live. The educated person will reach proficiency in the California standards/Common Core from grades Transitional Kindergarten through the 12th grade.

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. An example of the Charter's intent regarding instructional strategies can be viewed at Appendix A.

Students of all levels and abilities respond well to high expectations coupled with positive interaction with all adults and thus achieve greater academic success in this model.

Evergreen Institute of Excellence will give all students the opportunity to take the classes and offer learning opportunities that best fit the students, helping them to reach their goals while making them successful as 21st century educated individuals. The teacher, the parent and the support staff support the students enrolled in all classes. Evergreen Institute of Excellence expects every student to have a choice in the educational decisions that are appropriate both in ability and pacing in grades TK-12. Hence, parents and students will utilize their budget to ensure that standards based interests are addressed at every grade level. For instance, elementary age students will have the opportunity to pursue the arts, music, science, math, and history in individual classes. Similarly, middle school students will have the opportunity to develop programs that meet their individual interests including science camps, writing projects, and collaboration for educational activities. High school students will have classes and coursework that support the choice of a four-year college and vocational career, rather than defaulting to only career because of lack of access. In all of these cases, the goal is for each student to reach academic proficiency.

The school staff believes learning best 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:

- One-to-one teaching through student-tailored, standards-based curriculum including Common Core is the primary arrangement.
- Students are encouraged to work at the most rigorous pace within their own schedule with the encouragement of systems to expedite learning as students become more competent as self-motivated learners within the context of California standards and Common Core.

- The younger students utilize curriculum that best suit their learning styles while older students become acclimated to secondary curriculum that aligns with A-G coursework and the California standards.
- The Parent/Teacher/Student Triad allocates school funding towards specific goals of the students including elective classes in grades TK-12, access to specific learning opportunities, and educational materials specific to the needs of the students.
- Informal networks develop throughout the school between teachers, students, parents, staff, and other stakeholders as academic opportunities arise.
- Regular assessment to drive instruction by parents and teachers to maximize academic goals.

Objective of Evergreen Institute of Excellence

The objectives of the charter include, but shall not be limited to, the following:

- Evergreen Institute of Excellence will serve students from all social and economic groups. Evergreen Institute of Excellence will provide an educational experience for students that delivers a personalized approach to education, offering a distinctly different choice in public education for families in Tehama County and the adjacent counties.
- Evergreen Institute of Excellence will enable students to become self-motivated, competent, and lifelong learners.

TARGETED SCHOOL POPULATIONS - WHO WILL Evergreen Institute of Excellence EDUCATE?

Evergreen Union School District, and consequently Evergreen Institute of Excellence, believes that all students should have access to individualized learning opportunities from Transitional Kindergarten to college preparatory education regardless of barriers and current abilities. With a clear and focused vision for every student, the resources surround the student's needs rather than forcing students to seek out support. The school fits the student rather than forcing the student to fit the school. Most importantly, Evergreen Institute of Excellence will accept students in grades TK-12, allowing individuals a unique, focused learning experience in Tehama County and the adjacent counties. Our target population will be parents looking for smaller classes, individual attention, and customized curriculum. In addition, parents who support their middle to high school students in being active participants in their learning and having choices and options that are rigorous and relevant to the students. Presently, there are no TK-12 homeschools in Tehama County that offer an education on a continuum. The high school component is needed since the present Tehama County high schools

only average 20% of the graduates meeting the A-G requirements, as noted on page 10. It is very important for parents and students to have other options to receive a quality TK-12 education beyond the traditional classroom experience. The teaching staff will be available to travel to parents and students as necessary to facilitate meetings and trainings. This will allow convenience for families outside of the local area near our school facility.

The program identifies and builds on the strengths of our students and incorporates those strengths into all areas of their academic and social pursuits. By focusing on the strengths of the students, the school can steer students towards successful choices for post-secondary schools. Currently, our community is asking for us to expand into grades 9-12. The growth of Evergreen Institute of Excellence will be flexible according to the demand, without compromising the effectiveness of the program. We are looking to service up to fifty students our first year, with the majority being TK-8 and approximately fifteen in high school. Evergreen Institute of Excellence expects to expand by 20% the first year.

Evergreen Institute of Excellence will educate students that reflect the diversity of Tehama County and the surrounding counties. Evergreen Institute of Excellence will market through word of mouth and local publications if a group is not reasonably represented.

Replication of Successful Programs

Evergreen Union School District maintains a clear vision of educating all students as they come to the school by improving their learning skills and academic knowledge. This notion has been successfully implemented at Evergreen Elementary, Evergreen Middle School and Bend Elementary School. Evergreen Union School District will model Evergreen Institute of Excellence after the success of their other schools with a combination of highly qualified certificated teachers, supported by curriculum experts in the core subject areas, exceptional online support, and trained tutoring. The key to replicating the successful outcomes at these schools includes becoming intimately aware of the nuances of the local community and building specific support around the students. The homeschool program will build upon the successful elements already found in the Evergreen District. However, its design includes the 9-12 population that is not presently served in the existing district schools. The homeschooling experience will allow students and parents seeking such a learning environment to have access to the effective education practices found in the district's traditional schools. The key to Evergreen Institute of Excellence, as is true with our other schools, is that all students will have access to the most relevant curriculum at their particular grade level. Students in grades TK-5 will have access to rich state adopted textbooks and online support coupled with individualized instructional opportunities in the sciences, arts, mathematics, history, language, and physical education. Students, grades 6-8, will have access to collaborative online and informally focusing on core educational concepts as they develop the study and learning skills required to be successful high school students. The high school students will focus on college preparatory classes with the appropriate intervention and supplemental support for each student. In addition, students that come to Evergreen Institute of

Excellence with three years or less to graduate will be evaluated to ensure that a four-year college and vocational career opportunities are outlined.

Benefits of an Independent Study and Home School Programs

Evergreen Union School District supports the fluidity and adaptability of an independent study program focused on college preparatory academic achievement to meet the individual needs of each student. The traditional educational system meets the needs of the majority of students. Yet, there are families seeking a more personal, explicit, clear instructional plan for their children that include both a say in the curriculum and resources and participation in the education of their children.

Evergreen Institute of Excellence offers students that choose a different path the opportunity to maintain access to four-year colleges while engaging in school in the manner that is effective for them. The school actively mentors new students, taking them from where they are to where they become competitive with their peers and become educated 21st century individuals.

Independent study programs do not offer all of the opportunities, such as sports, clubs, and social interaction, that site-based schools offer, and the students realize this upon enrolling. Instead, the students take advantage of community-based opportunities such as local parks and recreation districts, community colleges, and activities using fingerprinted vendors based on the interests of the students.

Individualized Instruction and Accessing Expanded Curricular Opportunities

Evergreen Institute of Excellence curriculum structure follows the California academic standards with an eye on the Common Core Standards through implementation. Student's courses in the core subjects will mirror the traditional programs in so much that the California standards guide the curriculum chosen as well as the monitoring of student achievement. Yet, unlike the traditional school, the highly qualified teacher and support experts and the parent can adjust IMMEDIATELY based on the speed and accuracy that the student gains mastery. Coupled with the individualized instruction is the same discussion with each student and parent regarding the interests that will augment the learning experience.

Educational Program Overview Curriculum and Content

The course of study at Evergreen Institute of Excellence focuses on the traditional curriculum areas of mathematics, English, science, and history, along with fine art and foreign languages. The entire program is designed to capture students at their current level and make them grade level competent with the California Standards as a gauge. Additionally, for high school students that are with the school for more than three years, our goal is to make them eligible and capable at four-year colleges if they are in high school or above grade level in grades TK-8.

Teachers in core subjects, in addition to meeting the criteria contained in Education Code section 47605(l), will also be highly qualified pursuant to the federal No Child Left Behind Act.

Highlights of Evergreen Institute of Excellence Academic Program:

- Teachers demonstrate an unwavering commitment to their students that they will strive and learn.
- Highly qualified teachers committed to the community and the students.
- Ensure that each student graduates with the problem solving skills required for post graduate success in the 21st century.
- Develop the learning skills of the students so they are both capable and willing to progress in learning after high school in career and college.
- Continual evaluation of student learning through benchmark examinations and re-teaching strategies by staff and parents.
- Focus on academic outcomes in the California standards and California Common Core standards including mathematics, language arts, science and social studies to ensure students are eligible for four year colleges upon graduation.
- Promote the use of technology as a learning and research tool.
- Provide curriculum that is sequential and predictably articulated to provide a clear path to college.
- Evergreen Institute of Excellence teachers demonstrate mastery and enthusiasm of their subject matter.

A Strong Foundation: Modeling Evergreen Union School District

The school will offer instruction for at least 175 days a year using independent study contracts and independent study law (51745-51749.3). The students of the charter will meet the requirements in independent study law in order to be granted academic credit according to the minimum number of minutes of instruction:

- (A) To pupils in kindergarten, 36,000 minutes.
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.
- (D) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

The calendar will be similar to other schools within the County while being cognizant of EUSD's calendars.

Evergreen Institute of Excellence will immediately offer a proven and successful curriculum that meets the California Standards and the Common Core Standards as they develop statewide. Student in grades TK-5 will take advantage of student-centered programs including the core educational studies using workshops, hands-on activities, and state adopted curriculum to increase the learning experience. In addition, the teachers and parents work together to explore in-depth educational

experiences both in the core subject areas, as well as innovative and exciting electives. An arts-infused core curriculum will be an option to be considered as a means to mastery and creative problem solving.

Students in grades 6-12, students will be in coursework that continually moves them towards college and career futures. The curriculum will be grounded on the most effective state adopted materials as the Common Core is implemented and coupled with solid online courses including but not limited to Khan Academy, Lexia Reading, UC Scout, Compass Learning Odyssey, Study Island, and CaliQity.

Informing Parents about Transferability of Courses and Eligibility for Meeting College Entrance Requirements

Parents will be informed on an ongoing basis of the transferability of coursework to other public high schools and an individual course's A-G eligibility status through the course catalog and the Evergreen Institute of Excellence web page. This ensures that high school pupils can meet California college entrance requirements.

High school students that come to Evergreen Institute of Excellence behind in credits and without the possibility to earn enough A-G credits by their graduation date will continue taking A-G courses, but will be encouraged to engage in either a high quality vocational program and/or coursework at the community college. Students who are with the school for three years or more up to graduation will become either eligible for a four-year college or prepare for career vocational training.

The graduation requirements will include four years English, three years math, two years science including biological and physical, two years physical education, three years social science, health, geography, and one year of foreign language and/or visual and performing arts. Faculty, staff, and families will be responsible for enhancing and augmenting the curriculum, course offerings, and graduation requirements. The stakeholders will seek out input on improving programs at the school through the California Department of Education and California State University Chico. Evergreen Union School District Board of Trustees and /or the executive staff reserve the right to modify, amend, and improve Evergreen Institute of Excellence, course offerings, and graduation requirements as necessary to achieve the mission and goals of the Charter.

CURRICULUM

One of the characteristics and attraction of homeschool is the options of instruction that are available to the parent and student with guidance and approval from the professional staff. Regardless of the options selected the student will demonstrate learning mastery of Common Core Standards, which will be equivalent with any option selection.

Language Arts

The language arts curriculum prepares students to meet the California State Standards and post-high school language arts demands including the ACT and placement examinations at the colleges and universities. The curriculum includes Houghton Mifflin at the TK-4 level, and McDougal Littell for grades 5-12. This curriculum may change with the development and expansion of the Common Core standards. High school students will have access to UC Scout, the online A-G classes covering most subject areas and the online program Odyssey. Workshops, in-services, and training from experts will occur regularly to ensure that materials are used effectively to ensure student learning. Using a placement test, students that require more intensive intervention in language arts may also use the National Geographic Hampton Brown Edge and Inside programs depending on grade level. This program allows students to be placed in textbooks and given instruction at their current reading level with the expectations that they make more than one year reading gains every year. Parents and teachers will work together to find additional resources to exceed the expectations of the California standards including the Buckle Down series, Lexia, Read Well, Compass Learning Odyssey, Study Island, and writing in-services in order to master the California standards.

Evergreen Institute of Excellence will utilize NWEA MAP (or other regular assessment), GMRT, embedded assessments, and the state standardized tests to monitor student learning and guide instruction.

Math

The math curriculum at the TK-4 level focuses on the California standards using Prentice Hall and other state adopted curriculum and Study Island. Students will also have access to online programs including ALEKS. Students are given embedded assessments to ensure that the students are becoming proficient in their appropriate grade level. As the Common Core State Standards develop, the school will adopt the most effective curriculum to meet the students' needs.

NWEA MAP assessment will be used as a formative tool to determine if gaps exist in students' mathematical background for grades K-8 and high school students that are behind in academic skills. Teachers will have the ability to fill the gap using Compass Odyssey to align any gaps with the appropriate curriculum to support the student. This proven program is currently being used after the success of Poway Unified School District.

Students in grades 5-12 will rely on regular benchmark examinations sourced from the California State Standards and focusing on individual standards and global application of the standards. Students are expected to pass Math 1 or its equivalency and all students are required to take three years of math in high school, allowing students access to at least pre-calculus. All students are assessed by standard from pre-Math 1 through pre-calculus using embedded assessments from the state adopted curriculum to measure standards mastered by each student using either UC Scout or EADMS assessment management system. The program incorporates Houghton Mifflin and McGraw Hill elementary curriculum and Holt Carnegie Learning for the upper grades in mathematics. Students use

ALEKS, Khan Academy online math, Odyssey, Study Island, or other tools to supplemental work and reach mastery in mathematics.

Evergreen Institute of Excellence will use the Common Core Standards for mathematics to ensure optimal standards-based instruction. The school uses McGraw Hill and other curriculum for the younger grades and Holt for all upper grade mathematics through Pre-Calculus. In all cases, the California and California Common Core standards anchor the expected outcomes regardless of the curriculum used. Math 1, Math 2, pre-calculus, and calculus will be A-G approved. Evergreen Institute of Excellence will follow the successful lead of the District and will hire staffing to support students based on the specific needs of the students. Evergreen Institute of Excellence will utilize NWEA (or other regular assessment) embedded assessments, and the state standardized tests to monitor student learning and guide instruction.

Science

Students at the TK-5 level will have access to the McGraw Hill curriculum. In addition to textbooks, the students will have enrichment opportunities and through community offerings that adhere to the Common Core State Standards. Students grades K-6 will also have access to Study Island, an online program promoted by the State of California as a positive supplement to the curriculum. The students in grades 6-8 will have textbooks by Holt and enrichment classes emphasizing writing, science, and critical thinking. Students in grades 9-12 will have UC approved A-G courses using the online program UC Scout from the University of California including Earth science biology, chemistry, and physics. The students will be assessed using benchmark examinations at the high school level developed in alignment with the California standards recognizing the Common Core Standards for modification.

The science curriculum spans from TK-12 at the school with students having access to a variety of science programs including Biology, Chemistry, and Physics. These courses navigate through the California State Standards at the lower grades and the expectations from the UC and CSU A-G course approvals for the high school courses. CaliQity is used as supplemental online support for Biology and Chemistry. As the Common Core State Standards continue to develop, the school will incorporate the most appropriate curriculum.

History

History will focus on the California content standards at each grade level using state adopted curriculum. Grades TK-5 will use curriculum from Scotts Foremen. In addition to texts, students will be offered a variety of enrichment programs including, but not limited to, a “trip around the world” and living history programs such as a 24 hour field trip to Sutter’s Fort. Students grades K-6 will also have access to Study Island, an online program promoted by the state of California as a positive supplement to the curriculum. Grades 6-12 will use Holt. Middle school students will have the option for supplemental materials that include historical videos via United Streaming and project based activities to supplement their textbook work. Students in high school will take the A-G approved

courses including geography, world history, US history, government, and economics. As the Common Core standards are developed, more appropriate curriculum may be adopted to maximize learning.

Foreign Language

Foreign language focuses on Spanish and engages in conversational elements and be supported through online programs to maximize technology as a venue for learning.

Students will become proficient in Spanish as a tool to engage in the global economy. The school will offer on-site classes from a fluent, credentialed Spanish teacher. The study of Spanish at Evergreen Institute of Excellence allows students' exposure to cultures other than their own, and in some cases, augments their current understanding of the language. The school will use Rosetta Stone online. Students will meet in small groups with the instructor online to learn the in-depth fundamentals of the language and culture including history, cultural practices, visual arts, and idioms.

Fine Arts

Fine Arts will be an avenue for students to engage art in a standards-based sequential curriculum addressing all strands of the California state adopted Framework for Visual and Performing Arts. The A-G course approvals will occur with the University of California Office of the President (UCOP).

Evergreen Institute of Excellence recognizes the importance of fine arts and offers the arts in a variety of venues and mediums at all grade levels to expose and develop cultural literacy. Visual art will be an UC A-G approved course offered to high school students. At the lower grades, students will take part through approved vendors in art classes specific to the students' interests. Unlike traditional school settings, Evergreen Institute of Excellence will be able to offer art across a myriad of genres including, but not limited to drama, painting, pottery and woodworking through local access in the community. In addition, students will participate in local and global competitions within the genre that they embark in fine arts. Students in all grades will have access to music including individual and group performances in most instruments. Students interested in performing arts will have access to a variety of stage academies in the region based on the student's interest.

Students will also attend professional performances in a variety of venues to develop an appreciation for the arts.

Physical Education

Evergreen Institute of Excellence students have the flexible access to pursue fitness within the goals for the individual. The school will provide guidelines outlined by The President's Challenge and then incorporate these elements into the student's personal endeavors including the Active Lifestyle program. Students in grades 5, 7, and 9 will complete the physical fitness assessment through the state of California in the spring of each year. The school will use the elements outlined by the

California standards for physical education to instill a positive self-image to the students with an internal motivation for fitness and a healthy lifestyle.

Transitional Kindergarten through 4th grade Curriculum

The curriculum in grades Transitional Kindergarten through 4th grade consists of state adopted texts supplemented with individualized student materials to augment standards-based learning. The students will use Houghton Mifflin in language arts and Prentice Hills in mathematics. As the Common Core Standards develop, the curriculum may change to maximize learning. The standards-based assignments allow students to focus in both on their interest levels and on their ability levels ensuring that the work promotes proficiency in the core subject areas. Students supplement the core subject areas such as Study Island, Khan Academy, Odyssey and ALEKS online programs to assist in reaching proficiency for the students. Students grades TK-4 will use the California standards as building blocks towards four-year college aptitude.

In the event that the State of California funds charter schools for transitional kindergarten programs at any point during the charter term, the charter school shall offer a transitional kindergarten program in accordance with state law. TK curriculum will be aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)).

5th grade through 8th Grade Curriculum

The curriculum in grades five through eight uses the state adopted curriculums including McDougal Littell for language arts and Carnegie Learning and Holt for mathematics. Using a placement test, students that require more intensive intervention in language arts may also use the National Geographic Hampton Brown Edge and Inside programs. As the Common Core Standards develop, the curriculum may change to maximize learning. The school will offer Holt Mathematics and other appropriate mathematic curriculum to meet mastery in the California standards. The curriculum will require online support to remain viable to ensure indirect support to every student that can be monitored.

9th through 12th Grades Curriculum

As Evergreen Institute of Excellence grows, it is expected that all students will be enrolled in classes allowing them to perform at their highest possible ability including A-G approved courses when appropriate. Although Evergreen Institute of Excellence will not be accredited through WASC upon opening our doors, we will make our initial application at the beginning of our second semester and work towards affiliation being complete by the end of our first year. Parents will be informed on an ongoing basis of the transferability of coursework to other public high schools and an individual course's A-G eligibility status through the course catalog and the Evergreen Institute of Excellence web page. Courses selected will be listed on each student's Master Agreement sheet which will lay out a plan for the semester and will note whether the course meets A-G requirements. This will ensure high

school pupils and parents are informed about meeting California college entrance requirements. Every student is expected to take the ACT and /or SAT to ensure a four-year college is a choice for the student upon graduation unless he or she is already enrolled at the community college or other secondary program. In addition, the school will strive for first time passage of the CAHSEE for all of the high school students to allow for greater focus on post-graduation choices.

In mathematics, students are required to complete 3 years of mathematics in succession to ensure access to four-year colleges. Evergreen Institute of Excellence will use Holt as its state adopted textbook to support the standards-based math program. This program may change with the adoption of Common Core and be augmented with online programs including UC Scout. The math program, as described above, stretches from Math 1 to pre-calculus in supporting students both face-to-face and from their homes using the DVD and online videos and guided worksheets from the Holt program. Students using this program will be capable of moving faster than their peers or have the ability to reflect on the work and move at a more capable pace. Also, students may augment their educational resources using Khan Academy, ALEKS, and other online resources. As the Common Core Standards develop, the curriculum may change to maximize learning.

The language arts curriculum includes Houghton Mifflin at the TK-4 level, and McDougal Littell for grades 5-12. In addition, Evergreen Institute of Excellence will incorporate when appropriate the Reading Institute for Academic Preparation (RIAP) from California State University Sacramento, and any other district materials or programs.

Using a placement test, students (special education, EL, learners below grade level) that require more intensive intervention may also use the National Geographic Hampton Brown Edge and Inside programs. As the Common Core Standards develop, the curriculum may change to maximize learning.

Students will be able to take a variety of science classes including Earth Science, Biology, Chemistry, and Physics through UC Scout. Students in these classes will be monitored using regular standards-based benchmarks examinations. These assessments will be created by the test generators from the adopted textbooks and implemented using EADMS to ensure transparent, easily identified strengths and weaknesses for each student.

Table 4 - Evergreen Institute of Excellence College Preparation Requirements

Evergreen Institute of Excellence College Preparation	UC A-G Requirements
3 years	a: History/Social Science-2 years required
4 years	b: English-4 years required
3 years	c: Mathematics-3 years required, 4 years recommended
3 years	d: Laboratory Science-2 years required, 3 years recommended
2 years	e: Language Other than English-2 years required, 3 years recommended
1 year	f: Visual and Performing Arts (VPA) -1 year required
3 years	g: Preparatory Electives-1 year required

How the Program Works; From Enrollment and Beyond

Interested parents or students contact the school to schedule an enrollment interview with the Director of the program. The Director or designee explains the program to the student and parent, ensuring that they realize that the program is an independent study and online program. The parents and students are also advised that this program relies on the efforts of the parent, the student, and the teacher working collectively to ensure the academic success of the student. During the meeting, the parent completes the packet, or the student completes the packet for the parent present if the parent is unable to read the document. In case of non-English parents and with advance notice, prior to the scheduled parent/student/teacher meeting, written information will be translated using Google Translate. The registration packet includes the Academic Agreement, contact and emergency contact information, demographic information, Home Language Survey, special programs, parent education level, request for transcripts and cumulative files from the prior school, and annual income information. If the student receives special education services, the special education coordinator will obtain the special education file and complete an IEP for the student within 30 days.

While the parent completes the registration packet, the student is given the appropriate assessments to determine reading and mathematics level. In addition, the grades and transcripts will be reviewed for accurate support of the new student. The assessment may include NWEA MAP, Gates-MacGinitie Reading Tests® (GMRT®), or embedded assessments from the adopted curriculum to determine the reading level of the student. The student may also be given the Standards Based Math Placement Assessment designed by Evergreen Union School District or the placement assessment for the National Geographic Hampton Brown program.

Once the student is enrolled in the school, a teacher is assigned to the student who will oversee all aspects of the student's education. The teacher will monitor coursework taken at the school and collaborate with the families and school leadership regarding any extracurricular and enrichment activities adding to the overall educational process.

After analysis of the student's records and assessment results, the college and career counselor (grades 7-12), the teacher, the parent, and the student will decide on courses best suited to the student for the coming semester. This plan will include both the core classes, as well the elective classes at each grade level. For high school students, the college and career counselor will suggest classes required both for high school graduation and to steer the student towards a collegiate or certification track based both on interest and ability. Students that are designated special education will receive critical input from the IEP Team as to the academic curriculum and instructional methodology. This meeting will take place prior to enrollment into the charter to determine the appropriate placement through the IEP process.

Once the coursework is decided, the classes are forwarded to the Director for Evergreen Union School District, who creates a master agreement. The parent, the student, and the teacher sign the master agreement. The master agreement adheres to the audit guide compliance for independent study. This document is signed prior to attendance being collected for student work completed.

The teacher begins to assign the work that will be completed no later than a one month period in all of the assigned subjects. The work is completed on the Semester Learning Report (Assignment Log). At the end of each month, the members of the Parent/Teacher/Student Triad analyzes the work completed and determine the best course of action for the next month. General pacing guides developed by the school will be used as well to help the family map out a year's worth of instruction to clearly see the academic plan by subject area.

The expectation as outlined in the Staff Handbook includes each student be contacted no less than every other week online or in person to determine the progress towards proficiency. Tools supporting proficiency identification at the TK-5 level includes embedded assessments in the textbooks, school-wide benchmark assessments, and continual monitoring using rubrics and specific quizzes. Students in grades 6-12 will be monitored as to achieving proficiency or better using embedded assessments, the specialized math program standards- based assessments, standards- based assessments in the sciences, and rubric driven writing analysis. The school will use online tools as well district support tools and programs.

During the month, parents will complete a Monthly Calendar to verify that schoolwork was completed on those days. This calendar (contemporaneous record) will be completed by the parent, the student, and the teacher and forwarded to the Director for verification and then entered into Aeries for attendance. This record is defined as a daily attendance log that documents and verifies evidence that the student was engaged in an 'educational' activities on a given school day. No attendance may be claimed for work done on weekends or holidays. Full apportionment will be based on a fiscal year of at least 175 school days, and is proportionally reduced for every day less than 175 days. The adult responsible for overseeing the work completed will be responsible for completing the monthly calendar (contemporaneous record). The monthly calendar refers to the Semester Learning Report. The teacher maintains a portfolio of the student work during the semester, with samples taken from the work that correspond to the work assigned in the Semester Learning Report and validated by the monthly calendar. All work samples are required to have the signature of the teacher, the date, the percentage of work completed, and whether the student assignment passed the criteria established by the teacher.

Time value accounting will be utilized in assessing the work completed by the student. Time value is the assessment by the student's certificated teacher that the student made satisfactory progress during the attendance period. This is a subjective assessment, based upon the professional, best judgment of the certificated teacher. Teachers will determine the time value of the work completed and report attendance based on satisfactory progress during the attendance period. This will be consistent with independent study laws and regulations for the state of California.

At the end of the semester, the student's overall grade is established based on the grades and assessment of student work provided bi-weekly, or monthly and the work completed. The grades are

placed onto the Master Agreement and submitted to the Director, who then instructs staff to input grades into Gradebook.

Student Budgets

Evergreen Institute of Excellence allocates part of the school-wide budget toward an allocation for each student's individual learning plan and approved by the teacher and the school Director through input by the families and staff of the school. All purchases and experiences are non-religious and must be reflected by the class on the Master Agreement as augmenting the educational application. For instance, if a 4th grade student has history on his Master Agreement, and the Gold Rush is one of the standards being covered, then that student may include field trips to Empire Mine in Grass Valley and Sutter's Fort in Sacramento, with the expenditures for the student covered by the budget (Grade 4, Standard 4.3.3). Students who enroll after the first month of school will have a budget that is pro-rated by month.

Targeted budget allocation for individual students is a critical element to ensuring parent participation in the educational process of the child and meaningful curriculum for the student. Parents have a far greater say in the fiscal management of their children's education than in traditional education, in which fiscal decisions are made on a macro level, and not on the micro level of the students' individual needs. Students who are not at proficient or advanced in state mandated tests or failed to pass the CAHSEE by the census in the tenth grade will have a percentage of the student allocated budget targeted by staff towards remediation and academic support.

A Day in the Life of Students at Evergreen Institute of Excellence/ PROFILES

We serve a wide variety of students. Upon enrollment, we meet with the students to assess their needs and abilities, and then we create a learning plan for each student. Our students are surrounded by a strong support system. Each student is assigned a master teacher that meets one-on-one with the student and oversees their academic progress. In between their meetings if the student does not understand the classwork, the student is encouraged and expected to contact the master teacher or the subject matter expert for help or clarification. All students and parents have their teacher's cell phone numbers and email addresses.

The credentialed teacher is in constant communication with parents and students, continually monitoring the standards learned and providing feedback to the parents as to academic placement of their child against students their age. Teachers use a variety of assessments including Gates-MacGinitie Reading Tests®, NWEA MAP testing, Primary Reading Assessment, Benchmark testing, curriculum embedded tests, etc. to ensure the student is making adequate progress. All students have access to volunteer tutors that are currently enrolled in college or are recent graduates of college. Not only do these tutors give students additional one-on-one help with their daily studies, they also serve as excellent role models.

During our students' junior and senior years, they are encouraged to take courses offered through the local community college. The credentialed teacher provides additional support in making the transition to college coursework a successful one. In addition, all students working toward enrollment a four-year college meet regularly with the college and career counselor. The counselor keeps the students up-to-date on what is needed to achieve their goal of attending a four-year university, also monitors each student closely.

Typical students from Evergreen Union School District that would be typical students at Evergreen Institute of Excellence are outlined below.

ELEMENTARY LEVEL STUDENT

Morgan, a 3rd grader, is one of the typical elementary students at the site. She along with her siblings have been home-educated their entire life. She is a bright, creative girl and this program allows her to move at her pace using a variety of learning modalities, curriculum and enrichment experiences. For the past two years her mother has been using the Classical Education model as the basis of her studies. With the guidance of the credentialed teacher, she has used a blend of trade books, hand-on kinesthetic learning, and adopted texts including Houghton Mifflin and Scott Foreman to meet California State Content Standards. Morgan comes to the enrichment classes, which also serves as an opportunity for socialization for the students. Morgan's parents provide the direct instruction daily and the credentialed teacher provides support by way of pointing out resources that may complement the standards based program. In addition, the parents work with the teacher to develop strategies as needed for Morgan when learning gaps occur. The credentialed teacher is in constant communication with parents, continually monitors the standards learned and provides feedback to the parents as to academic placement of Morgan against students her age.

Caleb is a 3rd grader with an IEP who was attending a special day. He was an extreme behavior problem including throwing things and hitting people. He was sent home several times because of his behavior and the lack of teachers' aides to support the classroom teacher. Since enrolling in Evergreen Home School, he has made progress both academically and behaviorally. The special education teacher has an individual plan that meets his needs, and she works closely with the parents and other teachers to ensure he is making adequate progress. He is working in curriculum that is at his level and will help meet his IEP goals. He works closely with his special education teacher. His parents and teacher are able to recognize the frustration level and refocus his negative energy before he becomes aggressive. Since enrolling in Evergreen Home School, he is interacting with peers and adults in a more positive manner. The credentialed teacher is in constant communication with parents and continually monitors the standards learned, and provide feedback to the parents as to academic placement against students his age.

MIDDLE HIGH SCHOOL STUDENT

Melissa is a 5th grader that is advanced academically. She was attending a traditional school, but with the recent budget cuts her desire for enrichment activities was limited. Her teacher strived to meet her needs, but with over 30 students in the class Melissa needs were not being met. Her parents were encouraging the school to advance her a grade level so that she could be challenged, but unfortunately the school was unable or unwilling to do that. In addition to the academic needs not being met, the budget cuts also meant she was no longer able to participate in enrichment activities such as band, art, or choir. At Evergreen Home School, Melissa is able to excel academically at her own pace with her parents providing the direct daily instruction. She uses our state adopted curriculum and because she is working at her own pace, she is able to spend more time, dig deeper, research further, and learn more about the subject. This learning environment also affords her the opportunity to conduct a variety of hands-on experiments and project- based learning. The credentialed teacher is in constant communication with parents and continually monitor the standards learned, and finally provide feedback to the parents as to academic placement against students her age.

Savanah is an 8th grader. Her mom home educates five children grades kindergarten to 8th grade. Each child has been home educated since kindergarten. Savanah along with her siblings came to Evergreen Union School District this fall after having filed a private affidavit the previous years. Mom was looking for assistance and encouragement from a credentialed teacher and a learning community for her children. She wanted to make sure she was “on the right track” with their learning. She embraced the use of NWEA MAP testing as a way to compare her children academically to their peers. She appreciates being able to use her own curriculum that meets or exceeds the California State Standards while augmenting it with Study Island, Odyssey, Lexia and other resources available through Evergreen Union School District. When her credentialed teacher notices a gap in the curriculum she is able to offer additional suggestions for learning based on the California State Standards.

Maria is an average 8th grade student that enrolled at Evergreen Union School District rather than a traditional school. Like all of our students, she uses personalized curriculum that is based on the California State Content Standards in all areas. In Language Arts, she is using McDougal Littell Literature supplemented with weekly vocabulary lessons in Greek and Latin roots, writing and grammar. She also is reading novels and completing journal responses on a weekly basis. In math, she is in Holt Math 1 and supplements with Study Island, Kahn Academy, and ALEKS. These supplements along with math tutoring offered at the school site give her opportunity to work on some of the basic math concepts she needs to master. For Social Studies and Science, this student uses the state adopted Holt & Glencoe, as well as a variety of standards based projects to address different learning modalities and stimulate creative thinking and problem solving strategies. Some of the resources include the Discovery Education’s United Streaming, and the Exploratorium Science experiments. These skills are also enhanced by her participation in art, drama, and debate workshops held at the site which are also California Standards based. Maria actively participates in making educational choices that best suits her learning style. The ability of the charter school to tailor the curriculum to meet standards and the student's needs has allowed this student to become a successful learner. The

credentialed teacher is in constant communication with parents, continually monitors the standards learned, and provides feedback to the parents as to academic placement against students her age.

HIGH SCHOOL

Hannah has been homeschooled since 2nd grade, and she has worked with the same credentialed teacher through 8th grade. As an elementary and middle school student, she excelled academically. She continued to excel throughout high school where she enrolled in college prep courses, received one-on-one support from her teachers, and utilized available tutoring when needed. Her teacher used textbooks and curriculum approved by the state and that meet the UC guidelines. In addition to the high school classes she attended, she also attended a community college. She has earned over 60 college credits and is anticipating receiving an AA degree in Criminal Justice this spring. This fall during her senior year, her counselor guided her through the application process and set up tours at universities. Recently, Hannah received notification that she had been accepted to all three colleges she applied to, and she will be entering Fresno State University as a junior majoring in criminology. Hannah is an example of a student who is a high achiever, and when given a multi-faceted educational program with a strong foundation, she can achieve her goals.

Students like Hannah who have the strong academic skills needed to be successful in rigorous college prep courses will be immediately placed in the appropriate classes to keep them on track for eligibility to a four year university. English courses use the state approved McDougal Littell series. These texts are supported by a well-rounded writing program, as well as dozens of novels recommended by the state. For science, our highly qualified staff will use state adopted materials (Glencoe) and provide weekly, small group lab opportunities that allow students to roll up their sleeves and dig deeper into the concepts they have been studying. These small group settings also will allow the students excellent access to their instructors and provide many opportunities for raising questions and discussions. All other subjects are taught in a similar manner, using state adopted materials, support materials that include on-line programs, projects, research and discussions.

Concurrent Enrollment

Students are encouraged to pursue concurrent enrollment at the community college as soon as they are prepared for the curriculum. Students meeting the minimum requirements of the college and upon approval by the staff and family, the student may take courses at the community college to augment the learning at Evergreen Institute of Excellence. Staff will be assigned specifically to support the students at the colleges that they attend ensuring that they are successful. Techniques to support the students include accompanying the student to the school, meeting the professor and ensuring the right textbook was purchased, supporting homework from the college by email, phone, or in person, and helping the student plan the semester using the syllabus. The teachers also ensure the students are aware of and familiar with all of the academic supporting programs at the college campus.

Instructional Methods

Instruction in the independent study model developed by Evergreen Union School District combine individual instruction and the best of online support. At work for every student and parent is the use of Explicit Instruction. The key to this instructional methodology includes three major parts:

‘I do it, we do it, you do it’. This notion mirrors the medical doctor methodology of learning: ‘See one, do one, teach one’.

Professional Learning Communities

The staff of Evergreen Institute of Excellence relies on Professional Learning Communities as outlined by DuFours to ensure that every student is learning. Using the three Big Ideas including:

- You believe the fundamental purpose of your school or district is to ensure all students learn at high levels and you are committed to become a lifelong learner to make this a reality
- You think collaborative teamwork and interdependence among teachers and administrators is a great way to continuously improve your school or district
- You are hungry for evidence that students are learning and are ready to respond immediately when timely feedback tells you otherwise

Parent/Teacher/Student Triad

Evergreen Institute of Excellence will rely on three critical elements to successfully educate the students: the parent, the student, and the highly qualified teacher. The dynamics surrounding this vital triad assists in ensuring that the student and parent both realize the scope of the overarching goals for all students at the school. The teacher develops the directional elements to help the student develop the personal learning tool to successfully complete the curriculum.

Western Association of Schools and Colleges Accreditation

Evergreen Institute of Excellence will seek accreditation through the Western Association of Schools and Colleges (WASC) and will apply in the first year of operation for candidacy. Evergreen Union School District staff understands the process of WASC accreditation coupled with course approval for A-G courses. The WASC review conducted by Evergreen Institute of Excellence will accurately outline the best practices of the school in establishing a clear vision, highlighting a defined purpose, illustrating sound governance, boasting solid leadership, and focusing all resources towards student achievement. The WASC self-study process will also ensure that students enrolled at Evergreen Institute of Excellence will be eligible for UC and CSU through the A-G course approval process. The school will demonstrate how the usage of standards-based curriculum coupled with solid instructional practices will result in successful assessment results.

Technology

Evergreen Institute of Excellence will use technology to support student learning. As the Smarter Balance Assessment Consortium continues to move forward, students will be trained in using the tools provided by the standardized test. The school will utilize software programs and resources aligned with the California standards and CTAP (CLERN). These programs include UC Scout, Study Island, ALEKS, Odyssey, NWEA MAP, Schoolology, and EADMS (or EADMS). As technology advances, programs listed may be complemented with new products or even replaced with better ones. In addition, students will use desktop programs including Word, Excel, and PowerPoint. The school will use online instructional tools from the major publishers including Glencoe and Prentice Hall. The school will offer course offerings using UC approved online providers. Finally, students will use foreign language support programs including Rosetta Stone.

College and Career Advising

Evergreen Institute of Excellence will be able to adapt to every student that chooses to enroll with the school. Because of the breadth of students' abilities and interests, the College and Career Counselor will spearhead the counseling component to create the best possible opportunities. Evergreen Institute of Excellence will include a variety of choices for students including college field trips, collegiate mentoring, planning programs, and individual meetings with the families. The counseling team will also be in frequent communication between teachers and staff regarding each student.

Goals and Actions in the State Priorities

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES

State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards- aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals
ALL STUDENTS WILL RECEIVE INSTRUCTION FROM TEACHERS FULLY CREDENTIALLED IN THE SUBJECT AREAS, WILL HAVE SUFFICIENT ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS, AND LEARN IN A WELL- MAINTAINED SCHOOL ENVIRONMENT.	<ul style="list-style-type: none"> THE DIRECTOR WILL ENSURE PERSONNEL PROVIDE APPROPRIATE EVIDENCE OF CREDENTIALS AND APPLICABLE LICENSES/ AUTHORIZATIONS HELD. THE DIRECTOR WILL OVERSEE THE PURCHASE OF STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS. THE DIRECTOR WILL PROVIDE RESOURCES FOR TEACHERS TO DEVELOP

	<p>STANDARDS-ALIGNED UNIT/LESSON PLANS, AND WILL MONITOR IMPLEMENTATION OF UNITS/LESSONS THROUGH WALK-THROUGHS, PACING GUIDES, AND CONFERENCES WITH TEACHERS.</p> <ul style="list-style-type: none"> THE DIRECTOR WILL TRAIN STAFF IN SAFETY PROCEDURES AND WILL ENSURE REGULAR MAINTENANCE AND REPAIRS ARE MADE IN A TIMELY MANNER.
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State Priority #2. Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.

Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> CHARTER SCHOOL WILL IMPLEMENT THE CCSS. ALL STUDENTS WILL RECEIVE INSTRUCTION IN THE ACADEMIC AND PERFORMANCE STANDARDS ADOPTED BY THE STATE BOARD OF TRUSTEES, AND ELS WILL RECEIVE ADDITIONAL SUPPORT, SCAFFOLDING, AND ENGLISH LANGUAGE DEVELOPMENT (ELD) INSTRUCTION TO ACCESS THE CONTENT AREAS AND GAIN ENGLISH PROFICIENCY. 	<ul style="list-style-type: none"> THE DIRECTOR WILL PROVIDE PROFESSIONAL DEVELOPMENT TO INSTRUCTIONAL STAFF ON THE IMPLEMENTATION OF CCSS. THE DIRECTOR WILL USE PLCs TO ALLOW TEACHERS TO COLLABORATE, REFINE INSTRUCTIONAL PRACTICES, AND DEVELOP CCSS-ALIGNED UNITS/LESSONS. THE DIRECTOR WILL WORK WITH EACH TEACHER TO CREATE A DAILY INSTRUCTIONAL SCHEDULE THAT SHOWS WHEN ELD INSTRUCTION TAKES PLACE. TEACHERS WILL CREATE UNIT/LESSON PLANS THAT SHOW ALIGNMENT TO CCSS, AND ADAPTATIONS, MODIFICATIONS MADE FOR ELS AND STUDENTS WITH EXCEPTIONAL NEEDS. USING A DATA MANAGEMENT SYSTEM, PERFORMANCE FOR ALL STUDENTS AND SIGNIFICANT SUBGROUPS WILL BE TRACKED ON SCHOOL WIDE BENCHMARKS OR OTHER PERFORMANCE ASSESSMENTS.

State Priority #3. Parental involvement, including efforts the school makes to seek parent input in making decisions for the school, and including how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals
ALL STUDENTS AT CHARTER SCHOOL WILL LEARN IN A COLLABORATIVE ENVIRONMENT WITH STRONG PARENT AND COMMUNITY SUPPORT THAT FURTHERS THE LEARNING OF ALL STUDENTS.	<ul style="list-style-type: none"> PARENTS WILL BE ACTIVELY INVOLVED IN THEIR CHILDRENS' LEARNING. THE OFFICE MANAGER WILL TRACK PARENT VOLUNTEER HOURS LOGGED AND CREATE REPORTS THAT ARE SENT AT LEAST 3 TIMES PER YEAR TO REMIND PARENTS ABOUT HOURS REMAINING TO BE FULFILLED.

	<ul style="list-style-type: none"> • THE DIRECTOR WILL ESTABLISH PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS. • THE OFFICE MANAGER WILL TRACK PARENT ATTENDANCE AT SCHOOL EVENTS AND PARENT MEETINGS. • THE DIRECTOR WILL INVITE PARENTS TO SERVE ON SCHOOL COMMITTEES, VOLUNTEER IN THE CLASSROOMS, PARTICIPATE IN SCHOOL EVENTS AND ATTEND BOARD MEETINGS. • THE DIRECTOR WILL ENSURE THAT MATERIALS RELATING TO PARENT INVOLVEMENT ARE TRANSLATED INTO SPANISH AND ANY OTHER POPULAR LANGUAGES SPOKEN BY THE CHARTER SCHOOL PARENT COMMUNITY. • THE DIRECTOR WILL CONDUCT SURVEYS AMONG STUDENTS, STAFF, AND PARENTS. • THE DIRECTOR WILL HOLD PARENT MEETINGS DURING A VARIETY OF HOURS TO INFORM PARENTS ABOUT IMPORTANT SCHOOL NEWS AND RECEIVE PARENTAL INPUT.
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State Priority #4. Pupil achievement, as measured by all of the following, as applicable:


- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API) or its replacement
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • STUDENTS AT CHARTER SCHOOL, INCLUDING THOSE IN NUMERICALLY SIGNIFICANT SUBGROUPS, WILL SHOW MEASURABLE PROGRESS ON STATE ASSESSMENTS. • CHARTER SCHOOL WILL MEET OR EXCEED STATE REQUIREMENTS FOR API. • 80% OF HIGH SCHOOL STUDENTS AT CHARTER WILL SHOW SUCCESSFUL COMPLETION OF A-G COURSES OR CAREER TECHNICAL EDUCATION. • ENGLISH LEARNERS WILL SHOW CONSISTENT GAINS IN LANGUAGE PROFICIENCY. 	<ul style="list-style-type: none"> • THE DIRECTOR WILL ENSURE THAT CHARTER SCHOOL MEETS THE PARTICIPATION RATES FOR STATEWIDE ASSESSMENTS AND IMPLEMENTS TESTING ACCORDING TO STATE REGULATIONS. • THE DIRECTOR WILL DEVELOP GROWTH METRICS TO ENSURE CHARTER SCHOOL MEETS OR EXCEEDS STATE REQUIREMENTS FOR API. • THE DIRECTOR WILL MONITOR TO ENSURE ALL STUDENTS HAVE RECEIVED WRITTEN AND VERBAL INFORMATION ABOUT IMPORTANCE OF A-G REQUIREMENTS.

	<ul style="list-style-type: none"> • THE INSTRUCTIONAL STAFF WILL MEET WITH THE TRIAD TO REVIEW PROGRESS TOWARDS A-G REQUIREMENTS OR CAREER TECHNICAL EDUCATION ON A QUARTERLY BASIS. • THE DIRECTOR WILL MONITOR QUARTERLY REPORTS FOR ALL STUDENTS IN HIGH SCHOOL. • THE DIRECTOR WILL ENSURE THE CELDT OR OTHER APPLICABLE STATE ASSESSMENT IS ADMINISTERED ACCORDING TO STATE REGULATIONS. • THE DIRECTOR AND INSTRUCTIONAL STAFF WILL MONITOR RECLASSIFICATION RATES OF ELS. • TEACHERS WILL USE FORMAL AND INFORMAL ASSESSMENTS TO DOCUMENT STUDENTS' PROGRESS IN LANGUAGE PROFIC.
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle school dropout rates (EC §52052.1(a)(3))</p> <p>D. High school dropout rates</p> <p>E. High school graduation rates</p>	
Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals
STUDENTS AT CHARTER SCHOOL WILL DEMONSTRATE POSITIVE ENGAGEMENT IN LEARNING.	<ul style="list-style-type: none"> • THE DIRECTOR WILL MONITOR SCHOOL ATTENDANCE RATES REGULARLY AND EMPLOY STRATEGIES TO MAINTAIN A HIGH ATTENDANCE RATE. STRATEGIES MAY INCLUDE, BUT ARE NOT LIMITED TO, PARENT EDUCATION ABOUT THE CORRELATION BETWEEN ATTENDANCE AND STUDENT ACHIEVEMENT AND ATTENDANCE AWARDS. • THE DIRECTOR WILL OVERSEE ADDITIONAL EFFORTS TO BE MADE WITH PARENTS OF STUDENTS WITH CHRONIC ATTENDANCE ISSUES, INCLUDING BUT NOT LIMITED TO INDIVIDUAL MEETINGS OR HOME VISITS. • THE DIRECTOR WILL ENSURE A POSITIVE LEARNING ENVIRONMENT IS IN PLACE DURING CLASSROOM AND SCHOOL WALK-THROUGHS. THE DIRECTOR WILL FACILITATE TRAININGS AS NEEDED TO HELP TEACHERS ENSURE STUDENTS ARE ENGAGED, FEEL SAFE, AND RESPECTED. • THE DIRECTOR WILL SERVE AS A MODEL FOR POSITIVE INTERACTIONS THROUGH HIS/HER DEMEANOR AND DAILY INTERACTIONS WITH THE CHARTER SCHOOL COMMUNITY.

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals
<p>STUDENTS AT CHARTER SCHOOL WILL DEMONSTRATE RESPECT FOR INDIVIDUAL DIFFERENCES, SELF-REGULATION, AND CHARACTER VALUES OF INTEGRITY AND PERSONAL OWNERSHIP.</p> 	<ul style="list-style-type: none"> • THE DIRECTOR WILL ENSURE A POSITIVE LEARNING ENVIRONMENT IS IN PLACE DURING CLASSROOM AND SCHOOL WALKTHROUGHS. THE DIRECTOR WILL FACILITATE TRAININGS AS NEEDED TO HELP TEACHERS ENSURE STUDENTS ARE ENGAGED, FEEL SAFE, AND RESPECTED. • THE DIRECTOR WILL SERVE AS A MODEL FOR POSITIVE INTERACTIONS THROUGH HIS/HER DEMEANOR AND DAILY INTERACTIONS WITH THE CHARTER SCHOOL COMMUNITY. • THE DIRECTOR WILL ENSURE THAT PARENTS AND STUDENTS UNDERSTAND THE SCHOOL'S BEHAVIOR EXPECTATIONS AND RELATED CONSEQUENCES THROUGH PARENT ORIENTATION, PARENT MEETINGS, SCHOOL ASSEMBLIES, AND CLASSROOM MEETINGS. • THE DIRECTOR WILL MONITOR SUSPENSION AND EXPULSION RATES TO INFORM POLICY AND DECISION-MAKING ABOUT THE EFFECTIVENESS OF THE SCHOOL'S CURRENT EFFORTS TO CREATE A POSITIVE SCHOOL CLIMATE. • THE DIRECTOR WILL OVERSEE THE DISTRIBUTION OF PARENT, STUDENT, AND STAFF SURVEYS (TRANSLATED AS NEEDED) TO INFORM POLICY AND DECISION-MAKING ABOUT THE EFFECTIVENESS OF THE SCHOOL'S EFFORTS TO CREATE A POSITIVE SCHOOL CLIMATE.

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

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing Board of Trustees. (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)-(ii))

Annual Goals to Achieve Priority #7	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • ALL CHARTER SCHOOL STUDENTS WILL RECEIVE A WELL-ROUNDED EDUCATION AND INSTRUCTION THAT INTEGRATES CONTENT AREAS. • STUDENTS WITH EXCEPTIONAL NEEDS AND ALL ELS, HIGH AND LOW- ACHIEVING STUDENTS WILL RECEIVE MODIFICATIONS AND DIFFERENTIATED CURRICULUM TO MEET THEIR NEEDS. 	<ul style="list-style-type: none"> • THE DIRECTOR WILL PROVIDE INSTRUCTIONAL STAFF WITH THE RESOURCES TO CREATE UNIT/LESSON PLANS THAT INCORPORATE THE INSTRUCTION OF ENGLISH, MATHEMATICS, SOCIAL SCI- ENCES, SCIENCE, VISUAL AND PERFORMING ARTS, HEALTH, AND PHYSICAL EDUCATION. • THE DIRECTOR WILL ENSURE ALL TEACHERS IMPLEMENT RESEARCH- BASED PRACTICES IN TEACHING THE BROAD COURSE OF STUDY AND WILL MONITOR THIS THROUGH REGULAR REVIEW OF GRADES, ATTENDANCE, TEACHER REPORTING, AND ONLINE STUDENT MANAGEMENT SYSTEMS • THE DIRECTOR WILL ENSURE THAT PROGRESS IS MONITORED THROUGH THE USE OF A DATA AND ASSESSMENT MANAGEMENT SYSTEM, LIKE DATA DIRECTOR, TO TRACK PERFORMANCE OF NUMERICALLY SIGNIFICANT SUB-GROUPS. • THE DIRECTOR WILL PROVIDE TEACHER COACHING, OPPORTUNITIES FOR COL- LABORATION IN PLCS, AND REGULAR FEEDBACK TO ENSURE ALL STUDENTS RECEIVE A BROAD COURSE OF STUDY AND INSTRUCTION ACCORDING TO CCSS.
State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
Annual Goals to Achieve Priority #8	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> • STUDENTS AT CHARTER SCHOOL WILL DEMONSTRATE KNOWLEDGE OF A BROAD COURSE OF STUDY (ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PER- FORMING ARTS, HEALTH, PHYSICAL EDUCATION). • CHARTER SCHOOL STUDENTS WILL DEMONSTRATE COLLEGE AND CAREER READINESS SKILLS AS OUTLINED IN THE COLLEGE AND CAREER READINESS FRAMEWORK AND CALIFORNIA COMMON CORE CONTENT STANDARDS. 	<ul style="list-style-type: none"> • THE DIRECTOR WILL ENSURE IMPLEMENTATION OF THE ACADEMIC PROGRAM AS DESCRIBED IN ELEMENT ONE. • THE DIRECTOR WILL ENSURE MULTIPLE MEASURES ARE USED TO MEASURE STUDENT KNOWLEDGE AND ACHIEVEMENT, AS DESCRIBED IN ELEMENT 3.

At Risk Students: Plan for Students who are Academically Low Achieving

All students will have access to the standards-based state adopted curriculum along with the support services throughout the school. The students will be assessed in their reading using the Gates-MacGinitie Reading Tests® (GMRT®) and/or the NWEA assessment to determine their independent

and instructional reading levels. The students determined two or more grade levels below in reading will be given the National Geographic Hampton Brown placement assessment as well. Along with the academic assessment, the student's transcripts will be analyzed to determine the shortcomings both by grades received and completion of credits. NWEA MAP assessment will be used as a formative tool to determine if gaps exist in students' mathematical background. Teachers will have the ability to fill the gap using Compass Odyssey with the appropriate curriculum to support the student.

The staff also interviews students and parents to determine whether other factors will interfere with the academic progress expected at the school. These same mechanisms that are used to determine whether a student is at-risk will also be used to exit the student from this category as all of these elements begin to align with the attributes of the successful students at the school.

When an At Risk student is identified a Parent/Teacher/Student Triad meeting will be held immediately to go over assessments and concerns. Since the school is a home school/independent program this can be done immediately, the plan will be developed with input from all parties of the triad. The triad will decide the best course of action considering the student's needs and learning strengths. Follow up meetings will continue until the student is no longer at risk.

The school will also use authentic assessments to determine the academic level of the students. Students will be provided tutors as needed from the surrounding colleges as well as experienced, qualified individuals to supplement the online and highly qualified teacher, as well as opportunities to participate in additional instructional experiences in the community. Since the school will be guided by both the Common Core State Standards and the California standards, the continuity throughout the organization for each deficiency of the student will be identified and re-taught. It will remain imperative that the students remain supported in their daily work while catching up with work that they do not understand. All Evergreen Institute of Excellence students will remain competitive with their peers at the traditional public schools while maintaining a focus their future goals. The most effective tool used to ensure this will be the consistent teach and re- teach strategies employed by each instructor.

Staff development for the at-risk students as well as the low achieving students will be a critical element. The language arts and mathematics experts will conduct staff development regularly to review specific students, as well as developing overarching strategies for the teachers to employ to further the students academically towards proficiency. Staff development will include using the most effective tools including results from embedded assessments, formative work from MAP, reading strategies, language acquisition and writing strategies, as well as effectively using the online resources such as NWEA MAP and Odyssey.

Response to Intervention

Evergreen Institute of Excellence teachers and staff will utilize Response to Intervention Model (RTI) to ensure efforts are made to ensure learning is occurring if students do not have success within the current instruction. After appropriately utilizing the RTI process, students requiring further modifications other than additional instruction and re-teaching will trigger the Student Study Team

(SST). A SST group consists of teacher, parent, student, Special Ed personnel, and another staff member familiar to the student. The parent and the student are a part of the process in developing a plan for the student to be successful. The challenges may be academic or behavioral. The teacher will bring supporting data, assessments and behavioral info for participates to make an informed plan. The SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and student. A SST is a general education function, but at Evergreen Institute of Excellence, the special education personnel become involved for continuity. Many students can benefit from an SST, including, but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to an SST based on the RTI model for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns, and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers, and law enforcement. The meeting is designed to bring out the best in the people involved. After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

Students Achieving Above Grade Level

In order to provide effective programs and curriculum for academically high achieving and gifted students, Evergreen Institute of Excellence will offer a continuum of approaches and options that can meet a wide range of abilities, interests, and learning styles. The students will be assessed in their reading using the Gates-MacGinitie Reading Tests® (GMRT®) to determine their level above grade level in reading. NWEA MAP assessment will be used as a formative tool to determine the areas in which the student is excelling in the curriculum. Teachers will have the ability to build advanced learning goals using a variety of tools including individualized instruction, concurrent enrollment, curriculum, and online support age appropriate for the student.

When a student is identified as high achieving and gifted, a Parent/Teacher/Student Triad meeting will be held immediately to go over assessments and any concerns. Since the school is a home school/independent program this can be done immediately, the plan will be developed with input from all parties of the triad. The triad will decide the best course of action considering the student's needs and learning strengths.

The students will be assessed based on their grades from their previous schools, as well as interviews with the students and their parents, and their STAR scores (SBAC scores when implemented). Since the approach is already individualized, the students will be accelerated into the higher-level curriculum and classes. Students in the elementary level working above grade level will be put into materials that are academically appropriate, while also appropriate for the age level. For instance, a 3rd grade student

performing at the 6th grade level in mathematics will be provided with the support materials from ALEKS, Study Island, and Prentice Hall and direct instruction from teachers and tutors. Moreover, such approaches and options include a variety of combination of acceleration. At the middle high school level, a gifted 7th grade math student might enroll in Math 2. At the high school level, an 11th grade student may concurrently enroll in credit bearing (college level) English class at a community college or some other post-secondary instruction.

English Language Learners

Evergreen Institute of Excellence will be committed to all students including English Language Learners (ELL). Evergreen Institute of Excellence will meet all applicable legal requirements for ELL as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications, and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Evergreen Institute of Excellence will implement policies to assure proper placement, evaluation, and communication regarding ELL and the rights of students and parents. Curriculum for ELL students will include the proven National Geographic Hampton Brown Inside and Edge programs to maximize learning.

Home Language Survey

Evergreen Institute of Excellence will administer the home language survey at the student's initial enrollment.

Parents are informed within thirty days following the initial assessment of their student's results and whether the student will be classified as ELL. Following the annual CELDT test results are mailed home upon receiving final results from the state. If the student is up for reclassification and letter is mailed with the results inviting the parents to a reclassification meeting to give their input on the decision. After a decision has been made, the parents will be informed by a mailed letter of the final decision made by the committee.

California English Language Development Test (CELDT) Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of the initial enrollment, if entering a California public school for the first time, or never having taken a CELDT test for another reason, and at least annually thereafter between July 1 and October 31st until re-designating as fluent English proficient.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT;
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the school district's reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to other that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage will use the student Oral Language Observation Matrix.
- Evergreen Institute of Excellence will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT will be used to fulfill any requirements at the state or federal level.

Strategies for ELL Instruction and Intervention

The instructional design model to be used at Evergreen Institute of Excellence will place a heavy emphasis on differentiated instruction to meet the needs of the ELL population based on academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with ELL students. These strategies include support materials from state adopted materials, Academic Language Scaffolding, and/or individualized student support with an English language learner expert. The English learner expert would conduct regular staff development sessions with the staff to review current practices and develop strategies for each parent and student. After using a placement test including the GMRT and/or NWEA, students that require more intensive intervention in language arts may also use the National Geographic Hampton Brown Edge and Inside programs' specifically designed for English language learners and individuals struggling to read.

In order for the ELL students to remain current with their peers, Evergreen Institute of Excellence emphasizes the state adopted materials and online support materials to ensure have the same core base of knowledge. Beyond that, the ELL students are provided with the supplementary materials as well to create extensions and scaffolding to the curriculum for better understanding of the materials.

The use of Academic Language Scaffolding demonstrates to ELL students and their parents the step-by-step processes to complete tasks on their own. Scaffolding includes several linked strategies including modeling academic language, contextualizing academic language using visuals, gestures, and

demonstrations and using hands-on learning activities that involve academic language. Because the students are learning in the independent study model, the materials will be provided in a variety of methods including online and DVD for visual contextual materials, checkout via the school, library, or local organizations for materials requiring hands-on application.

Because of the large number of ELL students in Tehama County and surrounding counties, the school will also utilize an ELL specialist to assist students in strategies, curriculum support, and school-wide dissemination of best practices for individual teachers to use with their students. When twenty-one ELL students enroll in the school an ELAC committee will be formed.

SERVICES FOR STUDENTS UNDER THE IDEA

Plan for Students with Disabilities

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Overview

Special Education Students

Evergreen Institute of Excellence recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the EUSD OR SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Evergreen Institute of Excellence will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Evergreen Institute of Excellence will comply with AB 602, EUSD guidelines, and all California laws pertaining to special education students.

Evergreen Institute of Excellence shall initially remain, by default, a public school of EUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, Evergreen Institute of Excellence reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Evergreen Institute of Excellence operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEA pursuant to Education

Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, EUSD will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide Evergreen Institute of Excellence with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. Evergreen Institute of Excellence reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.

Evergreen Institute of Excellence anticipates that a Memorandum of Understanding (“MOU”) will be developed between the school and EUSD, which shall delineate the respective responsibilities of Evergreen Institute of Excellence and EUSD with regard to the funding and delivery of special education and related services.”

Per Federal Law, all students with disabilities will be fully integrated into the programs of Evergreen Institute of Excellence, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending Evergreen Institute of Excellence is properly identified, assessed and provided with necessary services and supports. Evergreen Institute of Excellence will meet all the requirements mandated within a student’s Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with EUSD and/or SELPA to provide an appropriate placement and services.

Evergreen Institute of Excellence will work with EUSD and/or SELPA to make time and facilities available to meet the needs of the student’s IEP. Evergreen Institute of Excellence will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student’s work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the EUSD, where applicable.

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Evergreen Institute of Excellence, which will then forward such written notice to EUSD and/or SELPA within two school days. The school will encourage open communication between the parents and the EUSD and/or SELPA for any items related to the special education services. Students at Evergreen Institute of Excellence who have IEP’s will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, Evergreen Institute of Excellence will establish a referral and assessment process that brings together the parent/guardian, student, and

school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

Search and Serve

Upon the commencement of Evergreen Institute of Excellence's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Director, Evergreen Institute of Excellence will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Director and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Director, and an Evergreen Institute of Excellence faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Evergreen Institute of Excellence may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at Evergreen Institute of Excellence with an existing IEP, Evergreen Institute of Excellence will notify the EUSD and/or SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, Evergreen Institute of Excellence shall work with the EUSD and/or SELPA to implement the existing IEP at Evergreen Institute of Excellence or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Evergreen Institute of Excellence's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education

services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Evergreen Institute of Excellence within 15 days. Evergreen Institute of Excellence will notify the EUSD and/or SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Director that special education and related services are provided at no cost to them.

If Evergreen Institute of Excellence, in collaboration with EUSD and/or SELPA, 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 60 days of receipt of the parent's written consent for assessment.

Assessment

The Director will be responsible for gathering all pertinent information and sharing such information with EUSD and/or SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with EUSD or SELPA policies and procedures, Evergreen Institute of Excellence will follow the following assessment guidelines. If a conflict with EUSD or SELPA policies and procedures exists, then EUSD policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;

- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Evergreen Institute of Excellence, in coordination with EUSD OR SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

Evergreen Institute of Excellence, in collaboration with EUSD OR SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. Realizing that Evergreen Institute of Excellence is a Home School/Independent Study Program, an IEP placement meeting will be held prior to enrollment to determine if the Charter Program will be the best placement. This will be as determined by the IEP Team. Evergreen Institute of Excellence will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate;
- The Director;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;

- A EUSD OR SELPA Special Education Representative; and,
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. Evergreen Institute of Excellence views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and EUSD OR SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Evergreen Institute of Excellence, in cooperation with the EUSD or SELPA in which Evergreen Institute of Excellence is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by Evergreen Institute of Excellence. The IEP will include all required components and be written on EUSD OR SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and,
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;

- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriate age; and,
- When Evergreen Institute of Excellence seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Evergreen Institute of Excellence will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Although EUSD will hold ultimate responsibility for providing Special Education services, Evergreen Institute of Excellence is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of Evergreen Institute of Excellence, through an Memorandum of Understanding with the District, to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the principal of Evergreen Institute of Excellence, will be the primary Evergreen Institute of Excellence representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at Evergreen Institute of Excellence will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In year 3, pending budgetary availability, Evergreen Institute of Excellence plans to employ a Special Education Teacher that will have duties that will include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Director to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

In addition to the above special education staff, Evergreen Institute of Excellence also seeks related services from the Authorizer for special education students enrolled in Evergreen Institute of Excellence in the same manner as is provided to students in other district/county schools (so long as Evergreen Institute of Excellence operates as a public school of the EUSD for purposes of special education). Evergreen Institute of Excellence also reserves the right to contract with service providers outside of the district/county when appropriate.

Evergreen Institute of Excellence, along with the sponsoring District, shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. Documentation of qualifications shall be maintained on site for inspection.

Reporting

Evergreen Institute of Excellence, in collaboration with EUSD, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;

- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and,
- The basis of exit from Evergreen Institute of Excellence of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Evergreen Institute of Excellence Director. The Director will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at Evergreen Institute of Excellence must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Evergreen Institute of Excellence will utilize the Notice of Procedural Safeguards used by the EUSD or SELPA in which it is a member.

Dispute Resolution¹

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the EUSD and Evergreen Institute of Excellence shall work together to defend the case, so long as the Charter School operates as a school of the District for special education purposes. In the event that the EUSD determines that legal representation is needed, the Evergreen Institute of Excellence agrees that it shall be jointly represented by the legal counsel of the District.

¹ In the event that Evergreen Institute of Excellence opts to operate as an LEA in a SELPA other than SDUSD, Evergreen Institute of Excellence reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

So long as the Charter School operates as a school of the District for special education purposes, EUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in Evergreen Institute of Excellence if the authorizer determines such action is legally necessary or advisable. Evergreen Institute of Excellence agrees to cooperate fully with the District in such a proceeding.

So long as Evergreen Institute of Excellence operates as a school of the District for purposes of special education, Evergreen Institute of Excellence understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Complaint Procedures

Parents or guardians also have the right to file a complaint with EUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education. Evergreen Institute of Excellence shall adopt policies and procedures for responding to parental concerns or complaints related to special education services. Evergreen Institute of Excellence shall receive any concerns raised by parents/guardians regarding related services and rights. Evergreen Institute of Excellence's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Evergreen Institute of Excellence shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency.

Special Education Strategies for Instruction and Services

Evergreen Institute of Excellence will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Evergreen Institute of Excellence will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Evergreen Institute of Excellence's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for Evergreen Institute of Excellence Staff

The School Director, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as Evergreen Institute of Excellence operates as a “school of the EUSD” for special education purposes, EUSD agrees to allow Evergreen Institute of Excellence staff access to all Special Education related professional development opportunities that are available to other employees of the EUSD.

Evergreen Institute of Excellence also intends to seek professional development opportunities for its’ staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

Evergreen Institute of Excellence recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504.

The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

Response to Requests

Evergreen Institute of Excellence shall promptly address all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.

ELEMENT 2. MEASURABLE STUDENT OUTCOMES AND USES OF DATA

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil out-comes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both 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 47605(b)(5)(B)

Evergreen Institute of Excellence will meet all statewide standards and conduct all required state mandated student assessments as required by Education Code Section 47605(c)(1). This includes but is not limited to STAR, CAHSEE, CELDT, SBAC, and any other requirements of NCLB. Evergreen Institute of Excellence will meet the requirements for renewal if it meets the requirements of Section 47607(b) of the Education Code.

Evergreen Institute of Excellence outcomes are aligned with the mission, curriculum, and assessment of the school. As previously outlined in the eight state priorities, the Charter’s goals are student focused and aligned. The Evergreen Institute of Excellence program is designed to help all students achieve a high level of academic success and be prepared for entry into four- year colleges and universities. Students will demonstrate the following core academic and lifelong learning skills, which have been developed to align with the California State Curriculum standards and the Common Core Standards as they are developed and implemented. The assessment methods used are those required by state or federal law, those required by external agencies (e.g. College Board of Trustees) and those created/adopted by Evergreen Institute of Excellence. The assessment developed / adopted by Evergreen Institute of Excellence faculty and administration will be subject to review by the Evergreen Union School District Board of Trustees which oversees the school.

Some desired pupil outcomes are objectively measurable. For Evergreen Institute of Excellence, these include acquiring the knowledge specified in the new state standards for public education as currently measured by the California Standards Test (CST), passing the California High School Exit Exam (CAHSEE), SBAC taking and passing the classes necessary to be eligible for admission to the UC (A-G courses), and taking the ACT and/or SAT for students intent on four year colleges. Our primary measurable goal in all categories will compare favorably with other schools in the region with similar demographics.

Teachers will also measure progress in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments (EADMS) and exams. Progress will be discussed on a regular basis with parents and students. Kindergarten students take an in-house standards based assessment to measure learning to a specific time period. This piece is both

informative and helps steer the teacher and parent towards the direction for future academic goals and strategies.

Students in grades 6-12 take embedded assessments in their curriculum including sciences, language arts, and social studies. These assessments occur in periods no less than every six weeks.

There are additional academic and non-academic pupil outcomes and qualities, however, while not objectively measurable are still considered vitally important. Specifically, students will:

- Demonstrate an understanding of their place in the world through cultural and historical knowledge by applying field trip experiences provided by Evergreen Institute of Excellence in context of written and oral assignments
- Demonstrate an understanding of their place in nature through scientific and mathematical knowledge through hands-on coursework and seminars
- Apply mathematics as a language which helps us understand natural phenomena and of the role of mathematics in human endeavors (evidenced via applications in other disciplines and identified proportion of problem solving exercises) through science and math programs offered by Evergreen Institute of Excellence
- Communicate effectively, both orally through presentations and speeches and in writing as evidenced by writing assessments, external assessments, and performance and competitions such as school wide writing assignments and newsletter contributions
- Demonstrate understanding that appropriate behavior is required in a diverse community of scholars (evidenced via the student and parent handbook guidelines) by interacting with individuals from all backgrounds both on the school site and on field trips organized by the school
- Develop a sense of responsibility for their community (evidenced via parent and student participation in activities and student affairs) by continual interaction with community members
- Demonstrate the use of research skills to study topics in depth (evidenced via science fair and other external competitions, and through classroom assignments)
- Show technological literacy to access, organize, research, and present information, and knowledge (evidenced via projected submission requirements and Modern Language Association production standards used in class assignments)
- Establish and defend a thesis or arguments (evidenced via internal and external writing rubrics)

- Demonstrate academic competencies using benchmark assessments in grades TK-12 to ensure students advance in their academic readiness for the next grade

Table 5 - Outcomes Aligned to the State Priorities**CHARTER SCHOOL OUTCOMES TO ACHIEVE STATE PRIORITIES**

State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards- aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
ALL STUDENTS WILL RECEIVE INSTRUCTION FROM TEACHERS FULLY CREDENTIALLED IN THE SUBJECT AREAS, WILL HAVE SUFFICIENT ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS, AND LEARN IN A WELL-MAINTAINED SCHOOL ENVIRONMENT.	<ul style="list-style-type: none"> • THE DIRECTOR WILL ENSURE PERSONNEL PROVIDE APPROPRIATE EVIDENCE OF CREDENTIALS AND APPLICABLE LICENSES/ AUTHORIZATIONS HELD. • THE DIRECTOR WILL OVERSEE THE PURCHASE OF STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS. • THE DIRECTOR WILL PROVIDE RESOURCES FOR TEACHERS TO DEVELOP STANDARDS-ALIGNED UNIT/LESSON PLANS, AND WILL MONITOR IMPLEMENTATION OF UNITS/LESSONS THROUGH WALK-THROUGHS, PACING GUIDES, AND CONFERENCES WITH TEACHERS. • THE DIRECTOR WILL TRAIN STAFF IN SAFETY PROCEDURES AND WILL ENSURE REGULAR MAINTENANCE AND REPAIRS ARE MADE IN A TIMELY MANNER. 	<ul style="list-style-type: none"> • CHARTER SCHOOL PERSONNEL FILES WILL DEMONSTRATE THAT 100% OF THE TEACHERS MEET STATE REQUIREMENTS FOR CREDENTIALING AND/OR LICENSES/AUTHORIZATIONS. • EVERY TEACHER WILL PROVIDE THE DIRECTOR WITH UNIT/ LESSON PLANS TO DEMONSTRATE STANDARDS-ALIGNMENT AND MODIFICATIONS/ ADAPTATIONS FOR ELS, EXCEPTIONAL STUDENTS, HIGH AND LOW-ACHIEVING STUDENTS. • CHARTER SCHOOL WILL KEEP A WELL-MAINTAINED SCHOOL ENVIRONMENT AS EVIDENCED BY 100% CLEAR MAINTENANCE AND REPAIR RECORDS, AND A VISUAL INSPECTION OF THE SCHOOL ENVIRONMENT WILL OCCUR DAILY. • MAINTENANCE AND REPAIR WILL BE HANDLED THROUGH THE EUSD.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • CHARTER SCHOOL WILL IMPLEMENT THE CCSS. • ALL STUDENTS WILL RECEIVE INSTRUCTION IN THE ACADEMIC AND PERFORMANCE STANDARDS ADOPTED BY THE STATE BOARD OF TRUSTEES, AND ELS WILL RECEIVE ADDITIONAL SUPPORT, SCAFFOLDING, AND ENGLISH LANGUAGE DEVELOPMENT (ELD) INSTRUCTION TO ACCESS THE CONTENT AREAS AND GAIN ENGLISH PROFICIENCY. 	<ul style="list-style-type: none"> • THE DIRECTOR WILL PROVIDE PROFESSIONAL DEVELOPMENT TO INSTRUCTIONAL STAFF ON THE IMPLEMENTATION OF CCSS. • THE DIRECTOR WILL USE PLCs TO ALLOW TEACHERS TO COLLABORATE, REFINE INSTRUCTIONAL PRACTICES, AND DEVELOP CCSS-ALIGNED UNITS/LESSONS. • THE DIRECTOR WILL WORK WITH EACH TEACHER TO CREATE A DAILY INSTRUCTIONAL SCHEDULE THAT SHOWS WHEN ELD INSTRUCTION TAKES PLACE. • TEACHERS WILL CREATE UNIT/LESSON PLANS THAT SHOW ALIGNMENT TO CCSS, AND ADAPTATIONS, MODIFICATIONS MADE FOR ELS AND STUDENTS WITH EXCEPTIONAL NEEDS. • USING A DATA MANAGEMENT SYSTEM, PERFORMANCE FOR ALL STUDENTS AND SIGNIFICANT SUB-GROUPS WILL BE TRACKED ON SCHOOL WIDE BENCHMARKS OR OTHER PERFORMANCE ASSESSMENTS. 	<ul style="list-style-type: none"> • EVERY CHILD WILL RECEIVE INSTRUCTION IN CCSS, AS EVIDENCED BY: <ul style="list-style-type: none"> ○ UNIT/LESSON PLANS DEVELOPED BY TEACHERS AND SUBMITTED TO THE DIRECTOR ○ AGENDAS FOR STAFF DEVELOPMENT SHOWING CCSS-RELATED PD. • ELS WILL MAKE ONE FULL LEVEL OF GROWTH PER YEAR AND REDESIGNATED AS FLUENT ENGLISH PROFICIENT AS DEFINED BY ANNUAL CELDT TESTING) IN LANGUAGE PROFICIENCY AND HAVE ACCESS TO THE CONTENT AREAS, AS EVIDENCED BY: <ul style="list-style-type: none"> ○ CELDT SCORES OR OTHER APPLICABLE STATE-MEASURE RELATING TO ENGLISH LANGUAGE PROFICIENCY ○ RECLASSIFICATION RATES OF ELS. ○ TEACHER-CREATED FORMAL AND INFORMAL OBSERVATIONS, ANECDOTAL RECORDS. ○ PERFORMANCE, FORMATIVE, AND SUMMATIVE ASSESSMENTS.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
ALL STUDENTS AT EVERGREEN INSTITUTE OF EXCELLENCE WILL	<ul style="list-style-type: none"> • PARENTS WILL BE ACTIVELY INVOLVED IN THEIR CHILDREN'S' LEARNING 	<ul style="list-style-type: none"> • CHARTER SCHOOL WILL DEMONSTRATE 90% PARENT

LEARN IN A COLLABORATIVE ENVIRONMENT WITH STRONG PARENT AND COMMUNITY SUPPORT THAT FURTHERS THE LEARNING OF ALL STUDENTS.

- THE OFFICE MANAGER WILL TRACK PARENT VOLUNTEER HOURS LOGGED AND CREATE REPORTS THAT ARE SENT AT LEAST 3 TIMES PER YEAR TO REMIND PARENTS ABOUT HOURS REMAINING TO BE FULFILLED.
- THE DIRECTOR WILL ESTABLISH PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS.
- THE OFFICE MANAGER WILL TRACK PARENT ATTENDANCE AT SCHOOL EVENTS AND PARENT MEETINGS.
- THE DIRECTOR WILL INVITE PARENTS TO SERVE ON SCHOOL COMMITTEES, VOLUNTEER IN THE CLASS-ROOMS, PARTICIPATE IN SCHOOL EVENTS, AND ATTEND BOARD OF TRUSTEES MEETINGS.
- THE DIRECTOR WILL ENSURE THAT MATERIALS RELATING TO PARENT INVOLVEMENT ARE TRANSLATED INTO SPANISH AND ANY OTHER POPULAR LANGUAGES SPOKEN BY THE CHARTER SCHOOL PARENT COMMUNITY.
- THE DIRECTOR WILL CONDUCT SURVEYS AMONG STUDENTS, STAFF, AND PARENTS.
- THE DIRECTOR WILL HOLD PARENT MEETINGS DURING A VARIETY OF HOURS TO INFORM PARENTS ABOUT IMPORTANT SCHOOL NEWS AND RECEIVE PARENTAL INPUT.

INVOLVEMENT, PARTICIPATION, AND PROVIDE OPPORTUNITIES FOR INPUT AS EVIDENCED BY:

- RECORDS TRACKING BY PARENT SIGNING OF ASSIGNMENT LOGS AND STUDENT WORKING FROM HOME LOGS
- ATTENDANCE RATES AT SCHOOL EVENTS, DOCUMENTED BY SIGN-IN(S) WHENEVER POSSIBLE
- DOCUMENTATION OF PARENTS SERVING ON SCHOOL COMMITTEES
- DOCUMENTATION OF PARENT MEETINGS HELD AT A VARIETY OF TIMES, WITH AGENDA(S) SHOWING TIME DESIGNATED FOR PARENTAL INPUT
- 95% POSITIVE FEEDBACK IN PARENT SURVEYS

State Priority #4. Pupil Achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, SBAC or any subsequent assessment as certified by SBE).
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English Language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of students who participate in and demonstrate college preparedness pursuant to the early assessment program (Educ. Code section 99300, et seq.) or any subsequent assessment of college preparedness.

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> STUDENTS AT CHARTER SCHOOL, INCLUDING THOSE IN NUMERICALLY SIGNIFICANT SUBGROUPS, WILL SHOW MEASURABLE PROGRESS ON STATE ASSESSMENTS. CHARTER SCHOOL WILL MEET OR EXCEED STATE REQUIREMENTS FOR API. 80% OF HIGH SCHOOL STUDENTS AT CHARTER WILL SHOW SUCCESSFUL COMPLETION OF A-G COURSES OR CAREER TECHNICAL EDUCATION. ENGLISH LEARNERS WILL SHOW CONSISTENT GAINS IN LANGUAGE PROFICIENCY. 	<ul style="list-style-type: none"> THE DIRECTOR WILL ENSURE THAT CHARTER SCHOOL MEETS THE PARTICIPATION RATES FOR STATEWIDE ASSESSMENTS AND IMPLEMENTS TESTING ACCORDING TO STATE REGULATIONS. THE DIRECTOR WILL DEVELOP GROWTH METRICS TO ENSURE CHARTER SCHOOL MEETS OR EXCEEDS STATE REQUIREMENTS FOR API. THE DIRECTOR WILL MONITOR TO ENSURE ALL STUDENTS HAVE RECEIVED WRITTEN AND VERBAL INFORMATION ABOUT IMPORTANCE OF A-G REQUIREMENTS. THE STAFF WILL MEET WITH THE TRIAD TO REVIEW PROGRESS TOWARDS A-G REQUIREMENTS OR CAREER TECH EDUCATION ON A QUARTERLY BASIS. THE DIRECTOR WILL MONITOR QUARTERLY REPORTS FOR ALL STUDENTS IN HIGH SCHOOL. THE DIRECTOR WILL ENSURE THE CELDT OR OTHER APPLICABLE STATE ASSESSMENT IS ADMINISTERED ACCORDING TO STATE REGULATIONS. 	<ul style="list-style-type: none"> ATTAIN OUR ACADEMIC PERFORMANCE INDEX (API) GROWTH TARGET IN THE PRIOR YEAR OR IN TWO OF THE LAST THREE YEARS BOTH SCHOOL WIDE AND FOR ALL GROUPS OF PUPILS SERVED BY THE CHARTER SCHOOL. 95% OF ENROLLED STUDENTS WILL PARTICIPATE IN STATEWIDE ASSESSMENTS. 80% OF HIGH SCHOOL STUDENTS WILL SUCCESSFULLY COMPLETE A-G COURSEWORK DEMONSTRATED THROUGH STUDENT REPORT CARDS. OF THE 80% PREPARED TO ENTER 4-YEAR UNIVERSITY OR CAREER TECH. EDUCATION, 95% WILL BE ACCEPTED TO A HIGHER LEVEL LEARNING INSTITUTE DOCUMENTED BY ACCEPTANCE LETTERS RECEIVED BY STUDENTS. ENGLISH LEARNERS WILL SHOW CONSISTENT GAINS IN LANGUAGE PROFICIENCY AS EVIDENCED BY: <ul style="list-style-type: none"> CELDT ASSESSMENT 75% OF ENGLISH LEARNERS CONTINUOUSLY ENROLLED AT CHARTER SCHOOL FOR FIVE (5) YEARS OR MORE WILL ACHIEVE RECLASSIFICATION TO

	<ul style="list-style-type: none"> • THE DIRECTOR AND INSTRUCTIONAL STAFF WILL MONITOR RECLASSIFICATION RATES OF ELS. • TEACHERS WILL USE FORMAL AND INFORMAL ASSESSMENTS TO DOCUMENT STUDENTS' PROGRESS IN LANGUAGE PROFICIENCY. 	FLUENT ENGLISH PROFICIENCY.
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State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle School dropout rates (Educ. Code section 52052.1 (A)(3))
- D. High School dropout rates
- E. High School graduation rates

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
STUDENTS AT CHARTER SCHOOL WILL DEMONSTRATE POSITIVE ENGAGEMENT IN LEARNING	<ul style="list-style-type: none"> • THE DIRECTOR WILL MONITOR SCHOOL ATTENDANCE RATES REGULARLY AND EMPLOY STRATEGIES TO MAINTAIN A HIGH ATTENDANCE RATE. STRATEGIES MAY INCLUDE, BUT ARE NOT LIMITED TO, PARENT EDUCATION ABOUT THE CORRELATION BETWEEN ATTENDANCE AND STUDENT ACHIEVEMENT AND ATTENDANCE AWARDS. • THE DIRECTOR WILL OVERSEE ADDITIONAL EFFORTS TO BE MADE WITH PARENTS OF STUDENTS WITH CHRONIC ATTENDANCE ISSUES, INCLUDING BUT NOT LIMITED TO INDIVIDUAL MEETINGS OR HOME VISITS. • THE DIRECTOR WILL ENSURE A POSITIVE LEARNING ENVIRONMENT IS IN PLACE DURING CLASSROOM AND SCHOOL WALKTHROUGHS. THE DIRECTOR WILL FACILITATE TRAININGS AS NEEDED TO HELP TEACHERS ENSURE STUDENTS ARE ENGAGED, FEEL SAFE, AND 	<ul style="list-style-type: none"> • CHARTER SCHOOL WILL ACHIEVE A 95% ADA RATE AS EVIDENCED THROUGH ATTENDANCE RECORDS. • PARENT/TEACHER/STUDENT TRIAD WILL REVIEW ATTENDANCE BI-WEEKLY AND MONTHLY.

- RESPECTED.
- THE DIRECTOR WILL SERVE AS A MODEL FOR POSITIVE INTERACTIONS THROUGH HIS/HER DEemeanor AND DAILY INTERACTIONS WITH THE CHARTER SCHOOL COMMUNITY.

State Priority #6. School climate, as measured by all of the following, as applicable:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
STUDENTS AT CHARTER SCHOOL WILL DEMONSTRATE RESPECT FOR INDIVIDUAL DIFFERENCES, SELF-REGULATION, AND CHARACTER VALUES OF INTEGRITY AND PERSONAL OWNERSHIP.	<ul style="list-style-type: none"> • THE DIRECTOR WILL ENSURE A POSITIVE LEARNING ENVIRONMENT IS IN PLACE DURING CLASSROOM AND SCHOOL WALKTHROUGHS. THE DIRECTOR WILL FACILITATE TRAININGS AS NEEDED TO HELP EACHERS ENSURE STUDENTS ARE ENGAGED, FEEL SAFE, AND RESPECTED. • THE DIRECTOR WILL SERVE AS A MODEL FOR POSITIVE INTERACTIONS THROUGH HIS/HER DEemeanor AND DAILY INTERACTIONS WITH THE CHARTER SCHOOL COMMUNITY. • THE DIRECTOR WILL ENSURE THAT PARENTS AND STUDENTS UNDERSTAND THE SCHOOL'S BEHAVIOR EXPECTATIONS AND RELATED CONSEQUENCES THROUGH PARENT ORIENTATION, PARENT MEETINGS, SCHOOL ASSEMBLIES, AND CLASSROOM MEETINGS. • THE DIRECTOR WILL MONITOR SUSPENSION AND EXPULSION RATES TO INFORM POLICY AND DECISION-MAKING ABOUT THE EFFECTIVENESS OF THE SCHOOL'S CURRENT EFFORTS TO CREATE A POSITIVE SCHOOL CLIMATE. • THE DIRECTOR WILL OVERSEE THE DISTRIBUTION OF PARENT, 	<ul style="list-style-type: none"> • CHARTER SCHOOL WILL DEMONSTRATE SUSPENSION AND EXPULSION RATES EQUAL TO OR LOWER THAN THE SCHOOL DISTRICT, AS MEASURED THROUGH STUDENT DISCIPLINE RECORDS. • CHARTER SCHOOL WILL SHOW A 90% POSITIVE SCHOOL CLIMATE AS EVIDENCED BY STUDENT, PARENT, AND STAFF SURVEYS.

STUDENT, AND STAFF SURVEYS (TRANSLATED AS NEEDED) TO INFORM POLICY AND DECISION-MAKING ABOUT THE EFFECTIVENESS OF THE SCHOOL'S EFFORTS TO CREATE A POSITIVE SCHOOL CLIMATE.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, from eligible, or foster youth; Educ. Code section 42238.02) and students with exceptional needs.

"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 government board (Educ. Code section 51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education (Educ. Code section 51220(a)-(l))

Annual Goals to Achieve Priority #7	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> ALL CHARTER SCHOOL STUDENTS WILL RECEIVE A WELL-ROUNDED EDUCATION AND INSTRUCTION THAT INTEGRATES CONTENT AREAS. STUDENTS WITH EXCEPTIONAL NEEDS AND ALL ELS, HIGH AND LOW-ACHIEVING STUDENTS WILL RECEIVE MODIFICATIONS AND DIFFERENTIATED CURRICULUM TO MEET THEIR NEEDS. 	<ul style="list-style-type: none"> THE DIRECTOR WILL PROVIDE INSTRUCTIONAL STAFF WITH THE RESOURCES TO CREATE UNIT/ LESSON PLANS THAT INCORPORATE THE INSTRUCTION OF ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, HEALTH, AND PHYSICAL EDUCATION. THE DIRECTOR WILL ENSURE ALL TEACHERS IMPLEMENT RESEARCH-BASED PRACTICES IN TEACHING THE BROAD COURSE OF STUDY AND WILL MONITOR THIS THROUGH REGULAR REVIEW OF GRADES, ATTENDANCE, TEACHER REPORTING, AND ONLINE STUDENT MANAGEMENT SYSTEMS THE DIRECTOR WILL ENSURE THAT PROGRESS IS MONITORED THROUGH THE USE OF A DATA AND ASSESSMENT MANAGEMENT SYSTEM, LIKE DATA DIRECTOR, TO TRACK PERFORMANCE OF NUMERICALLY SIGNIFICANT SUBGROUPS. THE DIRECTOR WILL PROVIDE 	<p>ALL STUDENTS, INCLUDING THOSE IN NUMERICALLY SIGNIFICANT SUBGROUPS (STUDENTS WITH EXCEPTIONAL NEEDS, OR CLASSIFIED AS EL, FRPL ELIGIBLE, OR FOSTER YOUTH) WILL PARTICIPATE IN A BROAD COURSE OF STUDY, AS DESCRIBED IN EDUC. CODE SECTION 51210: ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, HEALTH, PHYSICAL EDUCATION AND OTHER AS PRESCRIBED BY THE GOVERNING BOARD.</p> <p>THIS WILL BE MEASURED BY SCHOOL WIDE DATA RELATING TO:</p> <ul style="list-style-type: none"> UNIT/LESSON PLANS DEMONSTRATE STANDARDS-ALIGNMENT IN A BROAD COURSE OF STUDY AND MODIFICATIONS/ ADAPTATIONS FOR ELS, EXCEPTIONAL STUDENTS,

	TEACHER COACHING, OPPORTUNITIES FOR COLLABORATION IN PLCS, AND REGULAR FEEDBACK TO ENSURE ALL STUDENTS RECEIVE A BROAD COURSE OF STUDY AND INSTRUCTION ACCORDING TO CCSS.	HIGH AND LOW-ACHIEVING STUDENTS. <ul style="list-style-type: none"> VISITS WITH TEACHER AND STUDENTS.
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State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Annual Goals to Achieve Priority #8	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> STUDENTS AT CHARTER SCHOOL WILL DEMONSTRATE KNOWLEDGE OF A BROAD COURSE OF STUDY (ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, HEALTH, PHYSICAL EDUCATION). CHARTER SCHOOL STUDENTS WILL DEMONSTRATE COLLEGE AND CAREER READINESS SKILLS AS OUTLINED IN THE COLLEGE AND CAREER READINESS FRAMEWORK² AND CALIFORNIA COMMON CORE CONTENT STANDARDS. 	<ul style="list-style-type: none"> THE DIRECTOR WILL ENSURE IMPLEMENTATION OF THE ACADEMIC PROGRAM AS DESCRIBED IN ELEMENT ONE. THE DIRECTOR WILL ENSURE MULTIPLE MEASURES ARE USED TO MEASURE STUDENT KNOWLEDGE AND ACHIEVEMENT, AS DESCRIBED IN ELEMENT 3. 	<p>90% STUDENTS, INCLUDING THOSE IN NUMERICALLY SIGNIFICANT SUBGROUPS (STUDENTS WITH EXCEPTIONAL NEEDS, OR CLASSIFIED AS EL, FRPM ELIGIBLE, OR FOSTER YOUTH) WILL DEMONSTRATE KNOWLEDGE OF A BROAD COURSE OF STUDY, AS DESCRIBED IN ED CODE SECTION 51210: ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, HEALTH, PHYSICAL EDUCATION, AND OTHER AS PRESCRIBED BY THE GOVERNING BOARD.</p> <p>THIS WILL BE MEASURED BY SCHOOL WIDE DATA RELATING TO:</p> <ul style="list-style-type: none"> READING SKILLS: SMARTER BALANCED ASSESSMENT OR OTHER APPLICABLE STATE TESTS, RUNNING RECORDS, PERFORMANCE ASSESSMENTS, BENCHMARK ASSESSMENTS. WRITING SKILLS: SMARTER BALANCED ASSESSMENT OR OTHER APPLICABLE STATE TESTS, PERFORMANCE ASSESSMENTS. SPEAKING SKILLS: RUBRICS RELATING TO CLASS PRESENTATIONS, TEACHER OBSERVATIONS, PERFORMANCE ASSESSMENTS. LISTENING SKILLS: TEACHER OBSERVATIONS OF STUDENTS DURING LESSONS AND INTERACTIONS WITH PEERS. MATHEMATICS SKILLS: SMARTER

		<p>BALANCED ASSESSMENT OR OTHER APPLICABLE STATE TESTS, CURRICULUM BENCHMARK TESTS, PERFORMANCE ASSESSMENTS.</p> <ul style="list-style-type: none"> • SCIENCE KNOWLEDGE: APPLICABLE STATE TESTS, CURRICULUM BENCHMARK TESTS, PERFORMANCE ASSESSMENTS. • HISTORY/SOCIAL STUDIES KNOWLEDGE: APPLICABLE STATE TESTS, CURRICULUM BENCHMARK TESTS, PERFORMANCE ASSESSMENTS. • SUBGROUP REPORTS: DATA TRACKING PERFORMANCE OF EACH NUMERICALLY SIGNIFICANT SUBGROUP
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Overview of Subject Matter Competencies

Evergreen Institute of Excellence expects its graduates to demonstrate a mastery of specific subject competencies. The following is a list of initial subject matter competencies that will continue to be revised and improved. The competencies are based on the state standards, as well as on in-depth discussions on what students should know and be able to do, and the entry level expectations for two and four-year colleges.

English (TK-12 composite educational outcomes)

In English, students will:

- Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience
- Obtain meaning from a variety of complex texts
- Be well read based on grade level demonstrated by reading a variety of literary works representing different genres
- Make informed interpretations of the purpose and meaning of literary works
- Convey interpretations of personal experience gleaned from literature
- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Evaluate how the form and content of a literary work contributes to its message and impact

History (TK-12 composite educational outcomes)

In history, students will:

- Understand and apply civic, historical and geographic knowledge in order to become a citizen in a diverse world
- Apply information, concepts and perspectives from the history of our nation and the history and development of other nations
- Deliberates on public issues which arise in a representative democracy
- Use historical research to ask and answer questions about the past
- Recognize that regions can be defined in cultural, physical, or political terms
- Accurately interpret and summarize information from maps, charts, and graphs
- Understand the building blocks of representative government
- Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought
- Recognize that events in the past inform the present
- Understand the rich and varied achievements of diverse peoples

Math (TK-12 composite educational outcomes)

In math, students will:

- Construct mathematical models
- Use a variety of problem solving strategies
- Use advanced computing procedures
- Understand and apply advanced properties of numbers
- Understand and apply advanced methods of measurement
- Understand and apply advanced concepts of Math 2
- Understand and apply advanced concepts of functions and Math 1
- Understand and apply advanced concepts of probability and statistics
- Understand and apply advanced concepts of data analysis

Science (TK-12 composite educational outcomes)

In science, students will:

- Analyze real world phenomena using scientific concepts, principles, and process (e.g., cause and effect, energy, and systems)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the composition and structure of the universe and the motions of objects in it
- Know basic Earth, biological, physical and chemical concepts
- Understand basic concepts of matter and energy, motion and forces

Art (TK-12 composite educational outcomes)

In art, students will:

- Participate in artistic activities
- Make informed interpretations of the purpose and meaning of artistic works
- Convey interpretations of personal experiences in expressive forms
- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Explain how the form and content of an artistic work contributes to its message and impact
- Explain the role of the artist in providing services to the community and world

Foreign Language (grades 9-12)

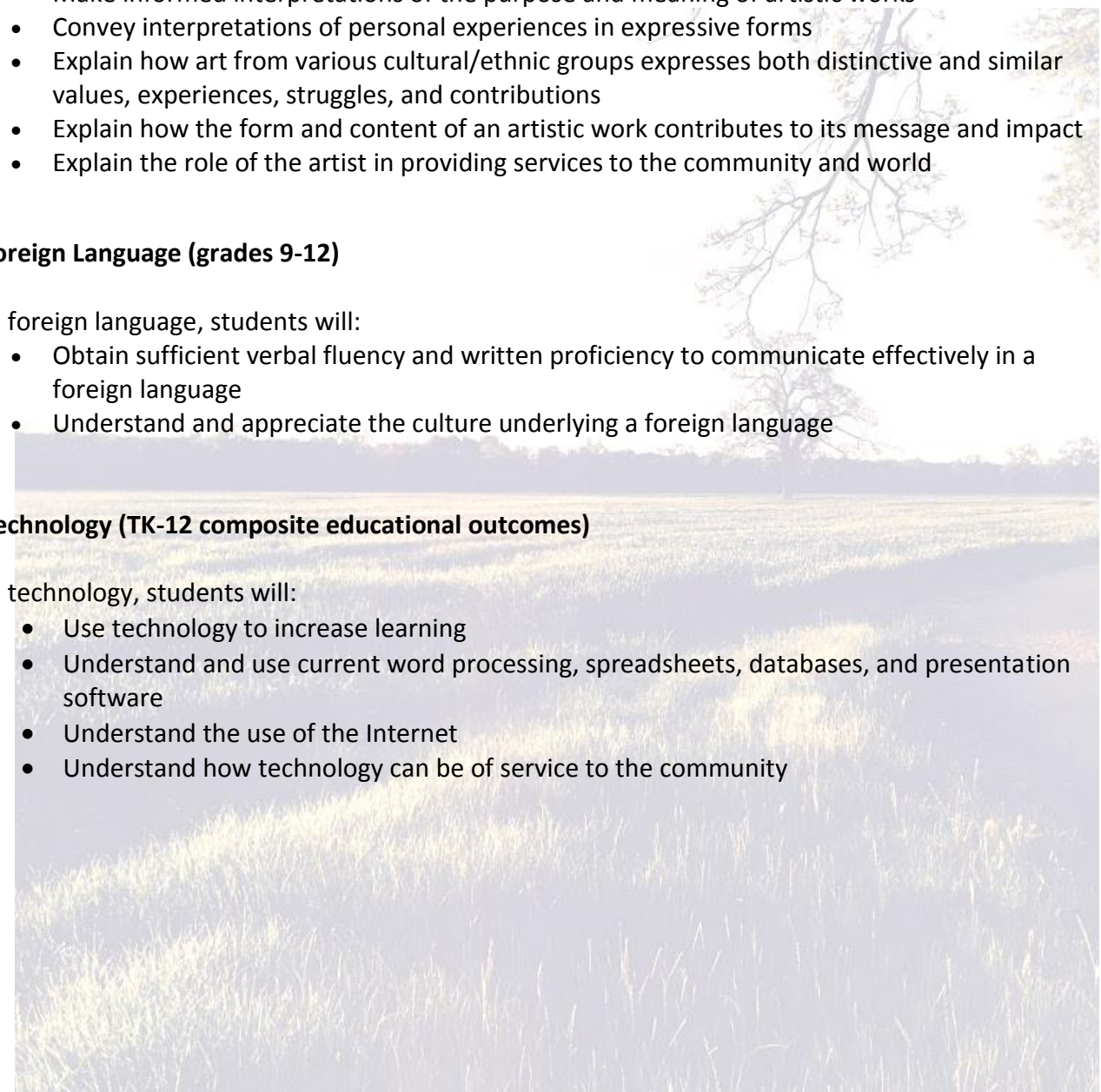
In foreign language, students will:

- Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language
- Understand and appreciate the culture underlying a foreign language

Technology (TK-12 composite educational outcomes)

In technology, students will:

- Use technology to increase learning
- Understand and use current word processing, spreadsheets, databases, and presentation software
- Understand the use of the Internet
- Understand how technology can be of service to the community



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.

These goals will be measured through surveys conducted of the Parent/Teacher/Student Triad, as well as other stakeholders involved with the students. The survey takes into account both the academic and lifelong learning goals Evergreen Institute of Excellence has for all students.

ELEMENT 3. METHODS TO ASSESS STUDENT PROGRESS TOWARDS MEETING OUTCOMES FORMATIVE AND SUMMATIVE ASSESSMENTS

“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 47605(b)(5)(C)

The academic progress of students will be tracked through a range of formal and informal assessments. The formal assessments will include Smarter Balance, the CAHSEE, and students’ SAT and ACT test results. Students will receive progress reports regularly through tools that complement the master agreement and semester final grade reports.

Formative Assessments

Teachers will use a variety of assessment techniques to monitor student learning informally, including benchmark assessments, oral assessment, quizzes, tests, essays, journals, multimedia presentations, group projects, debates, portfolios, lab books, and performances. Rubrics will be used to inform students of the class objectives and expectations. The grading policy at Evergreen Institute of Excellence includes a minimum of 50% of the grade based on assessments. Students will be assessed in language arts, mathematics, and the sciences regularly by standard, concept, using the California state standards, and when appropriate the Common Core Standards, and testing systems such as EADMS to collect and analyze the data. The standards based assessments are instrumental in developing the areas that students require for reteaching.

Summary of Key Measurement Methods

Table 5. Key Measurement Methods

Measurement Outcome	Method of Measurement	When
State Content Standards	STAR tests, including California Standards Tests, Smarter Balance	Annually

Content Mastery	School aligned California standards-based assessments with EADMS, NWEA, Compass Learning, or other state adopted materials	Ongoing throughout the year
UC/CSU Eligibility	Course enrollments in A-G courses, course grades, SAT/ACT test results, and GPA	Enrollments and grades each semester. PSAT and ACT preparatory materials 8th grade through 12th grade
College Level Coursework	Final Grades earned by students	End of Course

Academic Performance Index

Evergreen Institute of Excellence will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code 47605(c)(1). In order to be eligible for renewal, Evergreen Institute of Excellence will meet the requirements of 47607(b) of the Education Code.

Progress will be objectively measured by a range of methods including the annual statewide assessments for each grade and by other adopted statewide assessments (Table 7). Classroom teachers will also measure progress in the traditional manner, such as through quizzes, essays, projects, performances, portfolios, exhibitions, tests, and exams. Progress will be discussed on a regular basis with parents and students.

Use and Reporting of Data

The results of assessments are used in four different ways. First, to provide individual students and their families a clear idea of how well the student is mastering the academic materials and the requirements of each course. Students needing extra assistance and/or time will have several resources available to them. Teachers meet regularly online or one on one with their students. Evergreen Institute of Excellence will offer support to students in individual needs as determined through assessments. Students will be put into the next course level automatically that is A-G approved unless an SST or intervention suggests a different path. The parent base may include parents who speak more than one language. Specific efforts will be made by Evergreen Institute of Excellence to match ELL students with tutors fluent in the student's primary language.

The second way assessments will be used is to inform Evergreen Institute of Excellence regarding the mastery of content by students, the effectiveness of instruction and when additional and/or different instruction is needed. This use of assessment data will occur on multiple levels. The first level is to assist Evergreen Institute of Excellence to identify the progress of individual students, providing the opportunity to identify individual students who are making appropriate progress, those who are not, and those who are excelling. Using this information, teachers and the counseling staff can provide specific assistance to each student as needed. This includes counseling students on accelerated/enriched learning opportunities.

Thirdly, the use of the assessment data is used to identify situations during the school year where groups of students are not meeting expectations in a specific class, course, or subject area. Teachers and/or departments will use assessment data to identify these situations and determine what steps are needed to provide additional instruction or re-teach to address the shortcomings. The fourth level for the use of assessment data is to evaluate and continually improve the educational program through a review of the curriculum, instructional, and evaluation practices. For example, assessment results that show a broad lack of mastery in a specific topic or skill will trigger an evaluation by teachers, a department or the entire school of what is taught, what resources are available to teach it, how it is being taught, and the most appropriate manner to re-teach that specific content area. At all times, the staff as a Professional Learning Community, will reflect and modify as needed to maximize student achievement.

Finally, as summarized in the Key Summative Outcome Goals (table 8), assessments will provide an overview of the success of Evergreen Institute of Excellence academic program as a whole. As a college preparatory school as well as school to career options, the information will include GPA, the percentage of students receiving acceptance to their college of choice, which colleges students are attending, and the average SAT, SAT 2, and ACT scores of graduates. It will include information from surveys of Evergreen Institute of Excellence graduates. In-depth reviews of all aspects of the academic program including academic achievement on standardized tests such as STAR-CST and CAHSEE, consistent with Evergreen Institute of Excellence API Growth Plan, will occur quarterly by the Board of Trustees, District Superintendent, and Charter Director, and applicable elements at every staff meeting with teachers and Site Leadership.

Active Monitoring to Drive Instruction

Evergreen Institute of Excellence will use a variety of tools to monitor standards-based instruction effectiveness and steer re-teaching for students throughout the year. A combination of online tools and embedded assessments will simplify delivery, aggregation, and disaggregating of data, providing teachers and administrators with timely information that allows them to make better decisions and design more individualized learning and instructional programs. Evergreen Institute of Excellence will have the capacity to:

- Report the results of statewide pupil assessment programs in aggregate and disaggregate forms for analysis by administrators and teachers to plan for improved pupil achievement
- SARC and student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities)
- Aeries, Evergreen's student information system, will be accessed for attendance, enrollment and disciplinary reports.
- Quickly identify achievement gaps
- Link results of assessments to instructional strategies that are aligned to state adopted content standards and the curriculum frameworks
- Provide information that can be tailored to individual pupils, classroom, school, and/or state level data
- Establish effective teacher planning with consolidation of data
- Align instruction to address academic deficiencies and strengths identified by both standardized and criterion referenced academic assessments



ELEMENT 4. GOVERNANCE STRUCTURE

“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 47605(b)(5)(D)

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 has a strong record of educational leadership, stability, and fiscal responsibility. The outstanding academic success at Evergreen Union School District, strong and stable management, over ten successive years of unqualified audits, and healthy fiscal reserves are reflective of the leadership that will also guide the implementation and operation of Evergreen Institute of Excellence.

Table 2 – Evergreen Board of Trustees

Board Member	Original Date of Election/Appt.	Term Expiration	Position as of 1/2015
Stephen Nelson	9/13/2005	2018	Board President
Brad Constant	11/5/2002	2016	Board Clerk
Jim Tomasini	11/1/1979	2016	Member
Roxanne Vine	11/1/1979	2018	Member
Greg Baker	11/1/1988	2018	Member

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 oversee the District Superintendent for the operation and fiscal affairs of Evergreen Institute of Excellence. The District Superintendent will be fully responsible for the following, but not limited to:

- Hiring of all personnel of Evergreen Institute of Excellence in collaboration with the staff of the District
- Financial and operational management of Evergreen Institute of Excellence
- Adoption of the Evergreen Institute of Excellence annual financial budget
- Oversee receipt of operating funds by the school in accordance with the terms and procedures of the Charter Schools Act
- Oversee solicitation and receipt of grants and donations to Evergreen Institute of Excellence

- Personnel policies and procedures and employee disciplinary matters
- Approval of contracts with outside entities or persons
- Financial audit oversight
- All matters related to charter approval, amendment or revocation

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 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.

All Board of Trustees meetings will be held in accordance with the Brown Act 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.

The Board of Trustees for Evergreen Union School District is appointed annual positions by majority vote of its members. In addition, each officer position, including Board President, Board Clerk, and Board Secretary, are nominated and voted on by the Board of Trustees members. Minutes are taken to record the protocols and business items discussed during the meeting. The Board of Trustees meet 12 or more times per year and focuses on the academic, fiduciary, and policy items to ensure a smooth operation as well as compliance with all laws and statutes.

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.

Managerial Expertise/Executive Team

Evergreen Institute of Excellence will benefit from the mature educational, administrative, and fiscal systems and procedures and experienced staff already supporting Evergreen Union School District. The management team for Evergreen Union School District, that currently leads the Evergreen Union School District, has developed the infrastructure with the ability to manage multiple schools under the Evergreen Union School District umbrella. The individuals listed below will have the capacity to manage multiple schools due to tactical strategies.

Under the leadership of Evergreen Union School District's experienced District Superintendent, Evergreen Institute of Excellence will operate under the Evergreen Union School District management team.

District Superintendent Brad Mendenhall

Alumni of Evergreen Union School District, Mr. Mendenhall was hired as an Intern Teacher in 1998/1999, interning from California State University Chico. His internship lead to permanent employment with Evergreen in the 1999/2000 school year. He was promoted to Assistant Charter Director in 2002/2003, Charter Director in 2003/2004, and then in his present position as Superintendent, which occurred in 2011/2012.

Supt. Mendenhall is very well known in the community. With his 17 years in public education at Evergreen, his passion for education and for students is unsurpassed in the industry. His visionary focus is on students that do not fit into the traditional system and his goal is to develop a system where all students can learn no matter where they are on the educational spectrum.

The Superintendent is the District Superintendent of all schools under the Evergreen Union School District. The District Superintendent reports to the Board of Trustees, and is responsible for providing overall leadership and direction to the organization in the fulfillment of the Board of Trustees policies and priorities. The District Superintendent promotes the vision of the Board of Trustees and is the Board of Trustees' chief advisor, overseeing the strategic and operational plans of the District's schools.

The District Superintendent has overall day-to-day management responsibilities of the District and its schools, determined by the Board of Trustees as outlined in the Bylaws, job description, and the job specific employment contract. The District Superintendent will ensure the District operates in fulfillment of the mission as spelled out in the charter and in compliance with state and federal laws applicable to charter schools and the Evergreen Union School District Bylaws. The District Superintendent will work with the Board of Trustees and its committees to ensure the District makes sound strategic decisions, based on the effective use of student, programmatic and fiscal data. The District Superintendent will ensure that the schools maintain a focus on student achievement. The District Superintendent (or designee) will serve as a spokesperson for Evergreen Institute of Excellence

to further the school prominence within the local, state, and national education and charter school communities.

Specifically, the responsibilities of the District Superintendent, or his designee, will include, but are not limited to, the following:

- Oversee the strategic and operational plans of Evergreen Union School District, including those of Evergreen Institute of Excellence
- Oversee the day to day management of the Evergreen Union School District, including the operations of Evergreen Institute of Excellence
- Develop the Board Meeting Agenda in conjunction with the Board President in compliance with the Brown Act.
- Supervise and evaluate the Chief Business Manager, his Administrators and Site Directors
- Propose policies for adoption by the Board
- Provide comments and recommendations regarding policies presented by others to the Board
- Communicate with legal counsel and any outside consultants
- Stay abreast of education laws and regulations
- Oversee all purchasing, pay warrants, requisitions and other expenditures
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Establish and execute enrollment procedures
- Oversee all necessary financial reports as required by proper ADA reporting
- Develop and administer the budget in accordance with generally accepted accounting principles
- Present the adopted annual budget, P1, P2 and P3 to the Board of Trustees
- Supervise student disciplinary matters, when necessary
- Attend all Board Meetings , as necessary or assign designee for said duty
- Establish procedures design to carry out Board policies
- Oversee all responsibilities, obligations, and duties not assigned to the Board

The Board of Trustees and the District Superintendent will work together to set annual goals. The Board of Trustees approves these annual goals for the District Superintendent. The Board of Trustees evaluates the District Superintendent's performance at least annually.

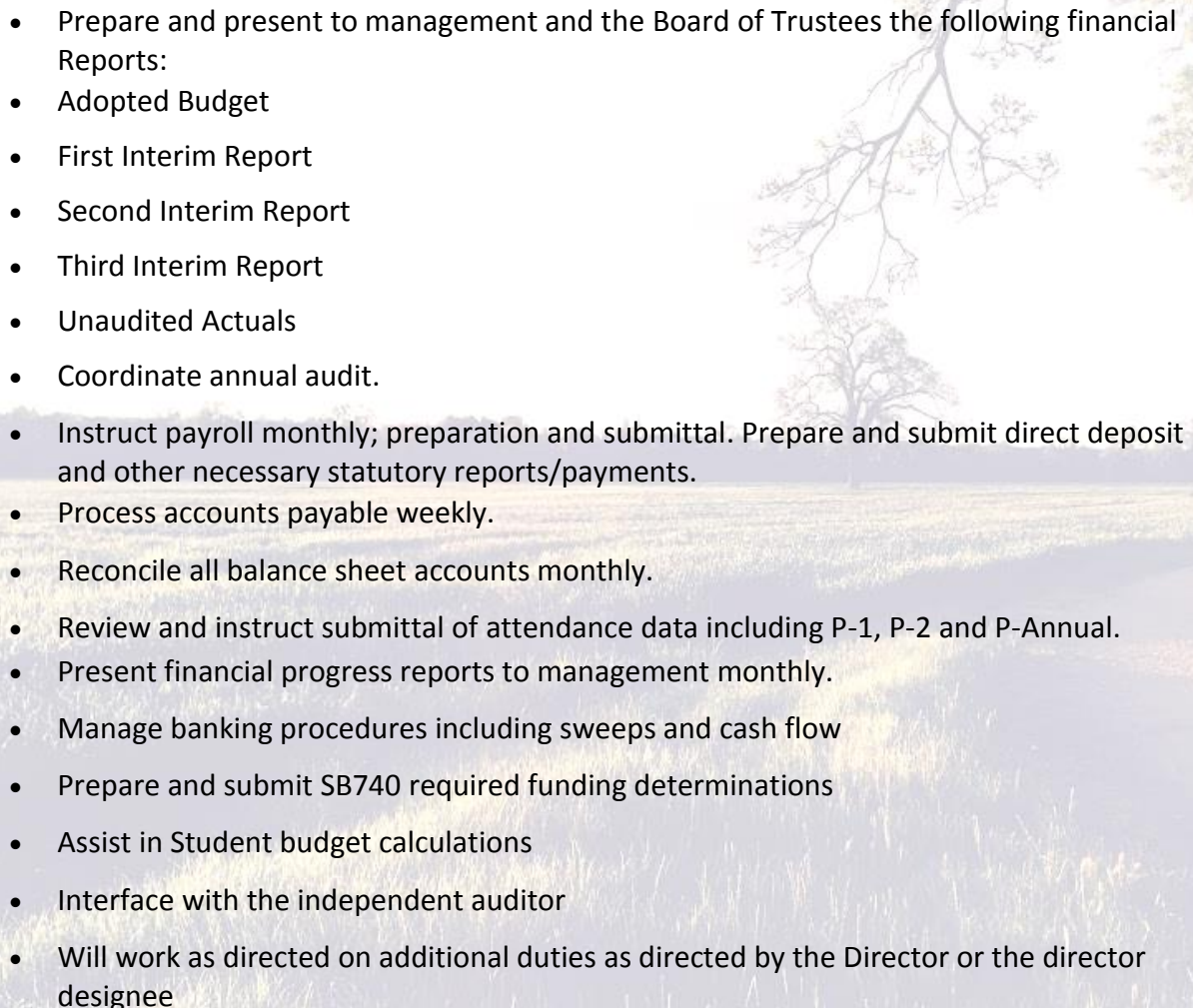
Business Manager Sonia Freitas

Business Manager Sonia Freitas has over ten years of experience in public education. She entered into Evergreen Union School District with over 15 years of accounting employment in the private business sector. Freitas brings knowledge of all aspects of finance, including accounts payables, accounts receivables, payroll, benefits and financial reporting.

The Business Manager is the chief financial officer reporting to the District Superintendent and is responsible for providing management of budgeting and financial operations. The primary objective of

the Business Manager is to work with Administration to ensure that Evergreen Union School District is operating in a fiscally and administratively responsible manner that is consistent with the District's mission. The essential duties and responsibilities of this position include, but are not limited to the maintenance of the appropriate fiscal controls, payroll, budget and budget oversight, financial, tax preparation, accounts payable, and business operations.

Under the direction and supervision of the District Superintendent, the Business Manager will:

- 
- Prepare and present to management and the Board of Trustees the following financial Reports:
 - Adopted Budget
 - First Interim Report
 - Second Interim Report
 - Third Interim Report
 - Unaudited Actuals
 - Coordinate annual audit.
 - Instruct payroll monthly; preparation and submittal. Prepare and submit direct deposit and other necessary statutory reports/payments.
 - Process accounts payable weekly.
 - Reconcile all balance sheet accounts monthly.
 - Review and instruct submittal of attendance data including P-1, P-2 and P-Annual.
 - Present financial progress reports to management monthly.
 - Manage banking procedures including sweeps and cash flow
 - Prepare and submit SB740 required funding determinations
 - Assist in Student budget calculations
 - Interface with the independent auditor
 - Will work as directed on additional duties as directed by the Director or the director designee

Charter Director Leila Dumore

Leila Dumore came to the District in 1994 as a 7th grade classroom teacher at the Middle School. In 2003, Leila became a K-8 Home School teacher. In 2009, she became the District's Home School Lead and continues to function in that capacity. She is also the CELDT Director for the District. She also has been a School Board Member for over 5 years for the Cascade Union Elementary School District in Anderson, CA.

The Director supervises the campus teachers and non-instructional staff and reports to the District Superintendent. The Director acts as the instructional leader at the school and is responsible for helping students achieve outcomes as outlined in the Educational Program. The Director is responsible for executing Board of Trustees policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff under the supervision and direction of the District Superintendent.

The responsibilities of the Director, or designee, may include, but are not limited to, the following:

- Oversee the implementation of an educational program consistent with the Evergreen Institute of Excellence's mission and vision
- Develop ELL, Gate, STEM, academic support, and accelerated programs unique to Tehama County and surrounding counties to enhance the educational opportunities for the students
- Oversee the development and implementation of curriculum in alignment with State of California Standards and Frameworks
- Monitors and evaluates student achievement and develops strategies with staff to ensure academic progress
- Lead the teacher and staff hiring process
- Provide timely performance evaluations of all employees
- Participation in the dispute resolution procedures and complaint procedure when necessary
- Develop annual performance target goals
- Oversee the recommendation and implementation of Individualized Education Plan (IEP) and attend said IEP meetings upon the request of any involved party
- Handle student disciplinary matters in accordance with policies and procedures
- Plan and coordinate student orientation
- Facilitate open house events
- Overall all parent/student/teacher relations
- Remain current on education laws and legislation
- Implement site safety procedures in compliance with all applicable laws
- Create and appoint committees to assist in the execution of certain planning and administrative functions
- Establish and execute enrollment procedures
- Supervise all employees and volunteers
- Communicate at least weekly with District Superintendent

Parental Involvement in Governance

Parent involvement is critical within the Parent/Teacher/Student Triad. The parent, along with the student and the teacher, will maintain direct influence over the direction of the educational process. For instance, parents have equal say, and sometimes greater say, in the development of the learning of the student based on the academic needs. The parents dictate with student input electives that the children will complete across a variety of genres including the arts, physical education, core subject

areas, and immediate and future pursuits, which are reflected on the Master Agreement and align with the California academic standards.

Teachers acting as conduits of information collaborate with other teachers and parents to determine what programs should be subsidized by the general fund of the school to maximize offerings. Examples of parent influence on governance and the fiduciary direction of the school include field trips, on site classes, collegiate tutors and frequency of meetings with the teacher.

In addition, the Parent/Teacher/Student Triad dedicates at least \$1,000 depending on the state of California allocation that is dedicated to the student seeking out opportunities found in traditional schools but not available in an independent study environment. Students will have the opportunity to use the funds towards standards-based activities including the performing and visual arts, physical fitness, the sciences including science camps and music lessons in a variety of instruments. Unlike the traditional educational system, Evergreen Institute of Excellence will offer students specific, interest driven programs based on the individual student rather than a class of students.

As required by Education Code 47605, Evergreen Institute of Excellence will use a variety of methods to consult with and receive parental input. These methods are currently in use for parents attending existing Evergreen Schools and include parent, student, and teacher Parent/Teacher/Student Triad collaboration, email and phone communication, parent and student surveys, parent participation in school activities, and parent contributions to school protocols development.

The Parent/Teacher/Student Triad is a powerful and unique feature to Evergreen Institute of Excellence in which the three major stakeholders; the teacher, the student, and the parent work together to develop solid academic plans for the student based on various criteria. The criteria include the student's past academic performance, personal direction in education, home life, personal life, affiliations and relationships, and current status. Based on these criteria, the Parent/Teacher/Student Triad is best able to determine the intensity of the educational experience and the right combination of opportunities.

All staff will have email access with the expectation that they return all calls and emails within 24 hours to their students. This availability of each teacher re-enforces the one-on-one connection with the teacher that the Parent/Teacher/Student Triad is modeled after. In addition, staff will use AERIES and EADMS to communicate with parents with the most up to date academic information.

Parents and students are surveyed at least annually to determine their satisfaction with Evergreen Institute of Excellence. This reflective survey will help the school make program modifications to better serve the students. The faculty, administration, and the Board of Trustees will review the results of the surveys to determine how Evergreen Institute of Excellence compares to other schools in the region.

Parents will participate through their daily activities with their children, which will also include opportunities with clubs and events at the school site.

Staff Advisory Team

Evergreen Institute of Excellence will use the Staff Advisory Team (staff and director) as an essential tool to review policies and procedures, introduce new curriculums and protocols, and develop future projects. The importance of the Staff Advisory Team will be the ability for each employee to participate by his or her interest in a topic allowing for greater say by every stakeholder.

Unlike traditional committees that rely on only a few people, and sometimes, the same people year after year, the Staff Advisory Team is not membership driven, but rather, idea driven. The director, staff, and faculty all have an equal say in the discussions in this forum and implementation of ideas in line with Evergreen Union School District academic and fiduciary goals will occur. This body meets regularly. This body advises the District Superintendent, who is then able to develop and implement strategic and tactical decisions with the Board of Trustees.

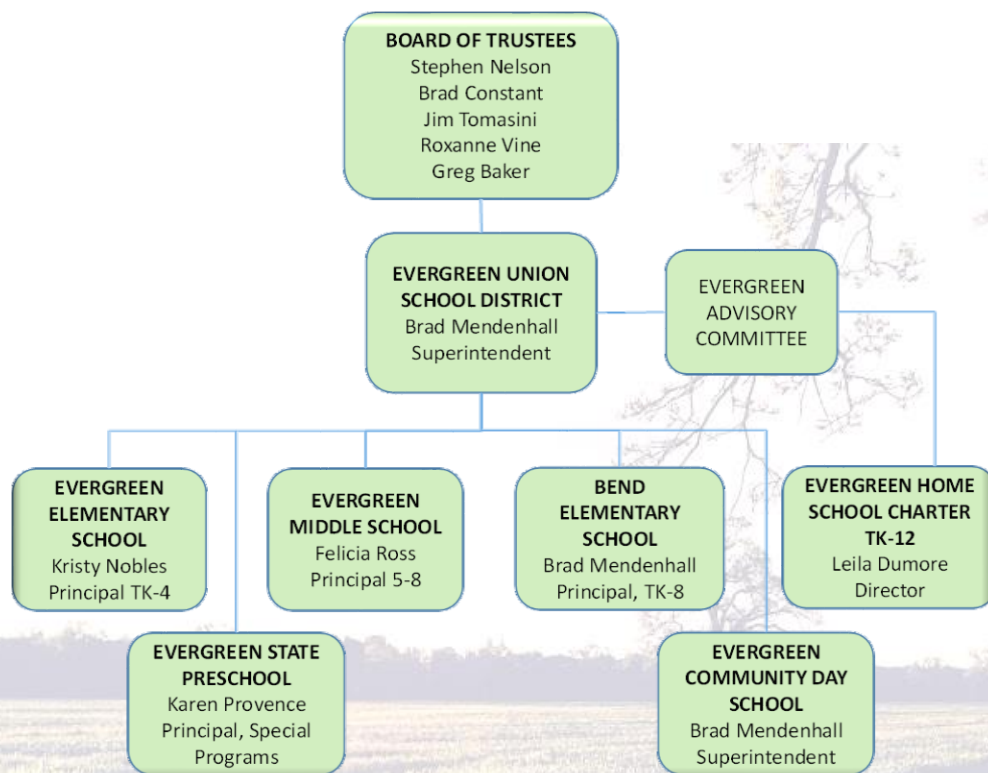
Advisory Committee

Director, Staff, Parents and Students will make up the Advisory Council/Committee. This Committee 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.

I. Advisory Committee

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

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

Organizational Chart for Evergreen Union School District

The organization chart above illustrates the substantial support that Evergreen Union School District will provide Evergreen Institute of Excellence. The support remains critical to ensuring that the students receive the critical academic support in each subject area that will help them succeed during and after high school. The individuals supporting Evergreen Institute of Excellence are experts in their field, and dedicated to supporting the outcomes expressed in the charter document.

Existing Fiscal and Managerial Expertise – Evergreen Union School District

Evergreen Union School District is a capable organization fiscally and administratively. Evergreen Elementary, Evergreen Middle School and Bend Elementary School successfully grew fiscally through prudent budgeting and planning. The District NEVER has had a qualified budget rating! Evergreen Union School District employs the highest quality business staffing including former county and district executive level staff. In addition, Evergreen Union School District Board of Trustees has extensive knowledge of budgeting and fiscal operations at the district, county, state, and federal levels. Evergreen Institute of Excellence will operate under the District Board of Trustees of Evergreen Union School District. Systems and protocols developed and fine-tuned at the district will be implemented at

Evergreen Institute of Excellence under the leadership of Evergreen Union School District. Staffing will be hired for Evergreen Institute of Excellence under the guidance of the Superintendent.

Legal Expertise

Evergreen Union School District will utilize the same legal expertise that they currently use who is Lozano Smith to support Evergreen Institute of Excellence.

Charter School Policy and Operations Support

Evergreen Institute of Excellence will benefit from the expertise provided by its Board of Trustees of the District, as well as the statewide organizations representing charter schools including the California Charter Schools Association (CCSA). Evergreen Union School District is a member of CCSA.

Evergreen Institute of Excellence will be covered under the Evergreen Union School District's carriers listed below:

California Valued Trust (CVT)	Health Care
Northern California Schools Insurance Group	Property, Liability
North Valley Schools Insurance Group	Worker's Compensation
Schools Excess Liability Fund	Excess Liability

School Services of California and CCSA provide Evergreen Union School District with practical information regarding budgeting calculations for the state as well as operational expertise.

Table 3 - Key Programmatic Areas and Supporting Personnel and Resources

Key Programmatic Areas	Sources of Expertise
Charter School Law & Operations	<ul style="list-style-type: none"> • Internal <ul style="list-style-type: none"> ○ Charter Director, Leila Dumore ○ Charter Advisor, Terrie Runolfson • External <ul style="list-style-type: none"> ○ CCSA ○ Lozano Smith ○ Harley North, Retired Supt.

Key Programmatic Areas	Sources of Expertise
Educational Program	<ul style="list-style-type: none"> • Internal <ul style="list-style-type: none"> ○ Charter Director, Leila Dumore ○ Language Arts, Nancy Veatch ○ Math/Science, Dennis Mitchell ○ Secondary Expert, Tim Nobles • External <ul style="list-style-type: none"> ○ CCSA ○ EADMS
Fiscal	<ul style="list-style-type: none"> • Internal <ul style="list-style-type: none"> ○ District Supt., Brad Mendenhall ○ District CBO, Sonia Freitas ○ Charter Director, Leila Dumore ○ Charter Advisor, Terrie Runolfson • External <ul style="list-style-type: none"> ○ Tehama County Dept. of Education ○ California Dept. of Education ○ CCSA ○ School Services of CA ○ Harley North, Retired Supt.
Personnel	<ul style="list-style-type: none"> • Internal <ul style="list-style-type: none"> ○ District Supt., Brad Mendenhall ○ Charter Director, Leila Dumore ○ District H.R., JoAnn Bertucci ○ District Exec. Asst., Debra Swank • External <ul style="list-style-type: none"> ○ Lozano Smith ○ CCSA ○ Tehama County Dept. of Education

Key Programmatic Areas	Sources of Expertise
Audit	<ul style="list-style-type: none"> • Internal <ul style="list-style-type: none"> ○ District Supt., Brad Mendenhall ○ District CBO, Sonia Freitas ○ Charter Advisor, Terrie Runolfson • External <ul style="list-style-type: none"> ○ KCoe-Isom
Compliance	<ul style="list-style-type: none"> • Internal All those individuals and organizations that are used by the sponsoring District • External <ul style="list-style-type: none"> ○ CCSA ○ Lozano Smith ○ Tehama County Dept. of Education ○ CASBO
Law	<ul style="list-style-type: none"> • Internal <ul style="list-style-type: none"> ○ District Supt., Brad Mendenhall ○ Charter Director, Leila Dumore • External <ul style="list-style-type: none"> ○ CCSA ○ Lozano Smith
Expansion / Growth	<ul style="list-style-type: none"> • Internal <ul style="list-style-type: none"> ○ District Supt., Brad Mendenhall ○ Charter Director, Leila Dumore ○ CBO, Sonia Freitas ○ Charter Advisor, Terrie Runolfson • External <ul style="list-style-type: none"> ○ CCSA ○ Lozano Smith

Evergreen Union School District Locations

- Evergreen Elementary School
19415 Hooker Creek Road
Cottonwood, CA 96022
- Evergreen Middle School
19500 Learning Way
Cottonwood, CA 96022
- Bend Elementary School
22270 Bend Ferry Road
Red Bluff, CA 96080
- Evergreen State Preschools
19415 Hooker Creek Road
Cottonwood, CA 96022

A Strong Foundation for the Creation of Evergreen Institute of Excellence

As summarized above, Evergreen Union School District Board of Trustees and the administration and experts from within the organization clearly have the capacity to establish and sustain Evergreen Institute of Excellence as an excellent school complementing the efforts at EUSD. Evergreen Union School District has a strong record of leadership, stability, and fiscal responsibility. It has the proven administrative capacity to manage and safeguard public funds for Evergreen Institute of Excellence in the same high quality manner it has done since 1956. Evergreen Union School District's outstanding academic success serving distinctly different student populations including Home School, economically disadvantaged, English Language Learners, and foster youth.

In addition, the school established over ten years of unqualified audits (positive certifications), the District has always had a non-qualified budget (positive), which has established healthy reserves, and maintained a clear focus on academic achievement. The Evergreen Union School District Board of Trustees, the Administrative Team, the faculty, and the external professional groups have the skill and experience in education, management, finance, and law needed for the successful development and operation of Evergreen Institute of Excellence.

ELEMENT 5. EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school”

-California Education Code 47605(b)(5)(E)

Hiring Process and Employee Qualifications

Evergreen Union School District will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in our educational philosophy. In accordance with Education Code 47605(d)(1), Evergreen Union School District will be nonsectarian in its employment practices and all other operations. Evergreen Union School District will not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, sexual orientation, gender, gender expression, gender identity, disability, or upon any of the characteristics as listed in Education Code Section 220. All employees of the Charter School will be employees of Evergreen Union School District and will be at-will employees working under an employment contract with a yearly salary determination. The EUSD shall not require any employee to work at the Evergreen Institute of Excellence.

District Superintendent

- Required credentials and degrees including California Teaching and Administrative credentials
- Must clear all state mandated background checks required by the county and the state
- Must have a proven track-record in writing grants through a variety of agencies and organizations.
- Must have experience reading grants regarding charter schools on the state level in California.
- Must have developed relationships with district and state educational personnel in the charter community.
- A proven track record in academic success across a variety of student populations
- Must have a proven track record to lead in a collaborative manner
- Must have leadership knowledge of independent study laws, SB 740, and all laws pertaining to charter schools

Business Manager

- Monitor and advise the Superintendent on fiscal opportunities and threats in collaboration with the Business Manager
- Coordinate and implement payroll for Evergreen Union School District
- Maintain operations in accordance with independent study regulations for compliance and coordinate with the independent auditor
- Analyze and balance operational and academic changes, projects, and programs of the school with the organizational budget
- Manage health and welfare oversight with appropriate internal staff to ensure costs are contained while also offering support to employees
- Review, audit, and analyze all financial reports under Evergreen Union School District and prepare recommendations for the Superintendent and Board of Trustees for current and future fiscal years and be prepared to discuss and defend with the Evergreen Union School District Board of Trustees
- Sets priorities and measurable goals and effectively manages district resources to support priorities and goal achievement
- Leads cross functional teams within the district office to implement operational policies and business processes that enable schools to maintain environments that support and maximize student achievement.
- Prepare and manage financial communication to internal and external measurements including past performance, calendar of specific goals and outcomes, and continued transparency of both internal and external Financial metrics as approved by the District Board of Trustees
- Must be able to work in a dynamic, fast paced environment
- Must clear all state mandated background checks required by EUSD, Evergreen Institute of Excellence and the state
- Must have a proven track record working successfully with teachers, students, business entities, and parents
- Must be a proven team player
- Must have a proven track record in completing fiscal tasks and meeting all deadlines
- Must be familiar with SACS Accounting, Payroll, Accounts Payable, Accounts Receivables, and Cash Flow
- Must be able to meet all reporting expectations to the sponsoring school district, county office of education, and the state of California.
- Must be able to complete all transactions for STRS and PERS to meet all legal and fiscal responsibilities for these programs
- Should have a proven track record in learning new computer programs and systems
- Must be able to analyze and create procedures to optimize office operations.
- Must be flexible with system implementation

Evergreen Institute of Excellence Director

The director supervises the campus teachers and non-instructional staff. The director shall act as the instructional leader at the School and shall be responsible for helping the students achieve outcomes as outlined in the Educational Program. The Evergreen Institute of Excellence director will be responsible for executing Board of Trustees policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff as further outlined in the job specification and employment contract.

The director will possess, but not be limited to:

- Experience working with students including ELL, GATE and at risk
- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment

Teachers

Evergreen Institute of Excellence shall comply with Education Code 47605(l), which states in pertinent part:

“Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Core Teaching Faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of the School. In a school culture that promotes academic rigor and success for all students, grade level core teachers are responsible for, but not limited to:

- Subject instruction
- Assigning of work and grading of said work
- Master Agreement completion and signing by the parent, student and teacher
- Curriculum planning
- Collaboration with fellow faculty administrators
- Student assessment
- Communication with parents

Candidates for these positions will possess:

- A commitment to students and learning
- Knowledge of their subject matter
- A willingness to be innovative and dynamic in their instructional methods

These individuals must meet all of the following minimum requirements:

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

Additionally, core teachers, as defined by the No Child Left Behind Act, shall meet the applicable definitions of the highly qualified requirements. Teachers of core, college-preparatory classes shall meet the applicable definitions of the 'highly qualified' requirements. Under NCLB, in order to teach a core class, teachers are designated as 'highly qualified' if they:

1. Hold a Bachelor's Degree; and
2. Hold a Commission on Teaching Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold; and
3. Demonstrate sufficient subject matter competency in accordance with Title 5, California Code Regulations Sections 6111 and 6112 and other applicable law.

Paraprofessionals who are required to be 'highly qualified' under the federal No Child Left Behind Act, will meet NCLB requirements.

All employees will include the knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by Evergreen Union School District.

All employees will be fingerprinted and will successfully pass all required background checks as required by state law.

In accordance with the applicable law, Evergreen Union School District reserves the right to recruit, interview, and hire anyone at any time that has the best qualifications to fill any of its positions and/or vacancies.

Evergreen Union School District will use a range of procedures and resources in the identification and hiring of the most qualified employees. Job descriptions will appropriately detail the work responsibilities and subject matter competence required by the employees. Recruitment will include the use of comprehensive job listings services such as Edjoin, CareerBuilder, and Education Week. Other sources such as university and college placement service may also be used. The hiring process for full time-staff is intense. It typically includes a rigorous paper screening process and multiple structured interviews. Participants in a hiring process may include administration, teachers, and staff. Teaching applicants typically are required to prepare and present a lesson. All this effort is part of Evergreen Union School District's commitment to find the best possible employees who are committed to supporting high levels of achievement by all students and to the mission and vision of Evergreen Union School District.

Professional Development: Retention and Development of Highly Qualified Faculty

Once employed, ongoing professional development will be an integral part of professional practice for all teachers and administrators at Evergreen Institute of Excellence. Ongoing professional development is essential to the continued development of faculty skills and expertise, and the retention of high quality faculty members. Evergreen Institute of Excellence professional development will focus on the ability for teachers to best administer the California content standards in a meaningful manner. Because Evergreen Institute of Excellence is an independent study school, the best practice collaboration between staff, statewide charter organizations, and county and state sponsored opportunities will maximize the training of teachers. All full and part time employees are evaluated per district contract language. The faculty evaluation system focuses on student achievement and personal growth of the employee. Professional development includes Step Up to Writing, Holt Mathematics, and National Geographic Hampton Brown, SBAC, Common Core, online tools, and online instruction.

Employee Compensation and Benefits

Evergreen Union School District provides competitive salaries and benefits to its employees in comparison to the surrounding school districts and charter schools. Evergreen Union School District recognizes that it will need to provide employees who will work at Evergreen Institute of Excellence with competitive salaries and benefits. Evergreen Union School District also pays all applicable employment and retirement taxes and fees including social security, STRS, etc. (for those participating.).

Employees are informed of their benefits, their rights and policies and procedures through Evergreen Union School District Employee Handbook (the "handbook"). The Handbook includes information regarding recruitment, working conditions, salaries, benefits, and employment policies. Salaries, benefits, and working conditions are reviewed annually by administration and recommendations for change are made to the Board of Trustees.

Payroll for all Evergreen Union School District employees is processed through Tehama County Department of Education. All full time teachers will be paid salary and offered annual employment contracts or salary determinations. Other employees are compensated in alignment with their job description.

Evaluation of Employees

Teachers

The Evergreen Union School District teachers are evaluated per Evergreen Federation of Teachers (EFT) Contract based on the California Teaching Standards (see attached evaluation form located in the Appendices as Appendix B).

Classified

Classified staff is evaluated per California School Employees Association (CSEA) Contract as well as Teamster's Contract, where applicable (see attached evaluation forms located in the Appendices as Appendix C).



ELEMENT 6. HEALTH AND SAFETY PROCEDURES

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 the school record summary as described in 44237.

-California Education Code 47605(b)(5)(F)

Procedures for Background Checks

Employees and contractors of Evergreen Institute of Excellence will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code 44237 and 45125.1. New employees must complete the Live Scan fingerprinting process to the California Department of Justice for the purpose of obtaining a criminal record summary. The Evergreen Institute of Excellence Director will monitor compliance with this policy. The District Superintendent will monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

Evergreen Institute of Excellence will follow the requirements of Education Code 49406 in requiring tuberculosis testing of all employees.

Immunizations

Evergreen Institute of Excellence will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code 120325-120375, and Title 17, California Code of Regulations 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

CPR/First Aid Training

Designated employees will be CPR/First Aid trained.

Medication in School

Evergreen Institute of Excellence will adhere to Education Code 49423 regarding administration of medication in school. Since Evergreen Institute of Excellence is an independent study program, the school will expect parents and guardians to manage medications for their children prior to or after attendance at a school function.

Vision/Hearing/Scoliosis

Evergreen Institute of Excellence will adhere to Education Code 49450, et seq. as applicable to the grade levels served by the school.

Diabetes

Evergreen Institute of Excellence will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Oral Health Examinations

Evergreen Institute of Excellence will require its students to comply with all oral health examinations pursuant to Education Code 49452.8. Since Evergreen Institute of Excellence is an independent study program, the school will expect parents and guardians to manage oral health examinations for their children prior to or after attendance at the school site.

Emergency Preparedness

Evergreen Institute of Excellence will adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site. This plan will include, but not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If the School is not situated on a public school site it will develop its own Emergency Preparedness Plan specific to the site.

Blood Borne Pathogens

Evergreen Institute of Excellence will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Evergreen Union School District has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). This plan includes the training of staff.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

Evergreen Institute of Excellence will maintain a drug, alcohol, and tobacco free workplace.

Integrated Complaint and Investigation Procedure

Evergreen Institute of Excellence will utilize Evergreen Union School District's existing complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board of Trustees, the District Superintendent will be responsible for investigation, remediation, and follow-up on matters submitted through this procedure not managed by the director of Evergreen Institute of Excellence. All issues not resolved by the school site may be resolved at the executive level.

Comprehensive Sexual Harassment Policies and Procedures

Evergreen Institute of Excellence is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical conditions, marital status, sexual orientation, or disability. Evergreen Institute of Excellence will use the adopted plan by Evergreen Union School District regarding sexual discrimination and harassment (including employee to employee, employee to student, student to employee, and student to student misconduct).

Misconduct of this nature is very serious and will be addressed in accordance with the Evergreen Union School District harassment policy.

School Facility Safety

Evergreen Institute of Excellence will comply with Education Code 47610 by either utilizing facilities that are compliant with the Field Act or facilities or are compliant with the California Building Standards Code. Evergreen Institute of Excellence will adhere to laws specific to charter schools on the local and state level regarding facilities. Evergreen Institute of Excellence agrees to test, or if in a district owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. Evergreen Institute of Excellence will conduct fire drills monthly. If Evergreen Institute of Excellence is not operating under the School Safety Plan of the facility where it is housed, it will implement its own school safety and disaster preparedness plan that will be based on the provisions of Education code 32286(a).



ELEMENT 7. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF DISTRICT

“The means by which the school will achieve a 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)

Evergreen Institute of Excellence will strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Evergreen Union School District and / or Tehama County and the adjacent surrounding counties. Students will be considered for admission without regard to ethnicity, national origin, gender, gender expression, gender identity, disability, sexual orientation or any of the characteristics listed in Education Code Section 220.

Evergreen Institute of Excellence will implement a recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of EUSD, including providing Spanish language materials:

An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process:

- The development and distribution of promotional and informational materials that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of Tehama County and the surrounding adjacent counties.

Outreach activities may include, but are not limited to:

- Press releases and other communications with local print and broadcast news media;
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions

As part of outreach to Spanish speakers, Evergreen Institute of Excellence prepares:

- General information sheets, and other key documents, including the school vision and mission statement in Spanish
- Information in Spanish on the Evergreen Institute of Excellence website through Google translation.

ELEMENT 8. STUDENT ADMISSIONS AND ATTENDANCE POLICIES

Admission Requirements

“Admission requirements, if applicable.”

-California Education Code 47605(b)(5)(H)

Evergreen Institute of Excellence will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity 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). Evergreen Institute of Excellence shall comply with all applicable legally required minimum and maximum age requirements. Evergreen Institute of Excellence shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

The recruitment activities are planned to reach all students in grades Transitional Kindergarten through grade twelve during the first year if deemed appropriate by the Charter School to meet the needs of the surrounding communities and to promote a diverse student base. Information will be submitted to local newspapers introducing Evergreen Institute of Excellence and our vision for our students. An informative website will be developed and will be regularly updated with information about Evergreen Institute of Excellence and our admission process. An information brochure will be developed in both English and Spanish. A series of widely publicized information meetings will be held to inform the community about Evergreen Institute of Excellence and the admission process. Advertisements will be taken out in local newspapers. Information about Evergreen Institute of Excellence will be provided to local community based organizations and groups, and to local churches.

A copy of the Evergreen Institute of Excellence handbook will be available on the Evergreen Institute of Excellence website and a copy will be provided to each student annually at the beginning of the school year.

Enrollment in Evergreen Institute of Excellence will be open to any student or resident of California within Tehama County and contiguous counties committed to completing an academically rigorous program in an independent study format. Evergreen Institute of Excellence is a school of choice and no student shall be required to attend the Charter School. Enrollment is not based on prior academic achievement. Evergreen Institute of Excellence is a partnership between the school, the student, and the student’s family. In this partnership, each party has responsibilities. As part of the admission process all three parties, Evergreen Institute of Excellence, the student and their parent or guardian, must FIRST meet with the

Evergreen Institute of Excellence Director or his/her designee. The parent and student will then sign the agreements that outline the expectations of all of the stakeholders. In addition, enrollment will be ongoing unless staffing prevents additional students to be enrolled.

Evergreen Institute of Excellence will admit all students who wish to enroll, subject to capacity and interview with the Evergreen Institute of Excellence Director. If the number of students wishing to attend exceeds the Evergreen Institute of Excellence capacity, a public random drawing consistent with the provisions of Education Code 47605(d)(2)(B) will be used to select students. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. All students currently enrolled in the Charter School
2. Siblings of enrolled students
3. Students of Charter School teachers and staff
4. Residents of the District
5. All other applicants

This lottery will be conducted in a public setting, at a time and place (e.g., the main school site) to be made known in advance to the community. The lottery process will be used to determine who will be offered enrollment, and the order of the waiting list.

A waiting list of applicants at each grade and in each geographic area will be maintained to fill vacancies that occur during the school year. When a drawing is necessary after an enrollment period has ended, it will be conducted in accordance with the preference groups established herein.

Evergreen Institute of Excellence and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.

Any applicant that has filed false information on any form in order to gain entrance to Evergreen Institute of Excellence will not be admitted. If at any subsequent point it has been factually determined that an applicant filed false information to gain admission into Evergreen Institute of Excellence, then that student may be withdrawn from Evergreen Institute of Excellence after an opportunity to appear and present to the Evergreen Union School District Board of Trustees.

Work Completion

In order to remain enrolled in Evergreen Institute of Excellence, Students are expected to complete the work assigned to them that is at their ability. With that, students that choose not to complete the assigned work may be withdrawn from the school. This is outlined in the student handbook.



ELEMENT 9. AUDITS, FINANCIAL PLANNING, BUSINESS MATTERS, REPORTING AND ACCOUNTABILITY

Audits

“The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

-California Education Code 47605(b)(5)(I)

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)(I) 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.

The Board of Trustees will select an independent financial auditor from the list approved by the State Controller’s Office through a request for proposal format and will either oversee the independent audit directly or through an Audit Committee of the Board of Trustees. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that copy of the auditor’s findings will be forwarded to EUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. A review of each year’s audit will occur at a Board of Trustees meeting. Copies of each audit will be available on request to parents and any other community member. The District Superintendent, along with the audit committee (if applicable), will review any audit exceptions or deficiencies and then report to the Board of Trustees with recommendations on how to resolve them. The Board of Trustees will submit a report to EUSD describing how the exceptions and deficiencies have been corrected by the time of the audit submission, along with supporting documentation. Additionally, the Charter School will inform EUSD of any outstanding exceptions or deficiencies at the time of audit submission and how

they will be resolved to the satisfaction of EUSD along with an anticipated timeline for the same. Typically all audit exceptions or deficiencies will be addressed within six months. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Section IX of this Charter or, if applicable, referred to the Education Audit Appeals Panel process in compliance with Education Code Section 41344.

The independent fiscal audit of Evergreen Institute of Excellence is a public record and will be provided to the public upon request.

In accordance with Education Code 47604.3, Evergreen Institute of Excellence will promptly respond to all reasonable inquiries of the chartering agency. Evergreen Institute of Excellence recognizes the right of the chartering agency to inspect or observe any part of Evergreen Institute of Excellence at any time.

For the last ten years Evergreen Union School District has received unqualified, positive fiscal and compliance audits from the highly qualified firm of Matson & Isom.

Evergreen Institute of Excellence as noted above will use all of the appropriate departments and employees to ensure that the fiscal planning, business matters, reporting and accountability are per the present standards of the District.

Fiscal Strength and Support

Evergreen Union School District has significant financial strength. This strength includes strong financial reserves of over 10%.

Evergreen Institute of Excellence will conduct its own financial systems provided under Evergreen Union School District. These include accounting and payroll services, reporting, and AERIES state reporting (to the California Department of Education). Evergreen Union School District also uses AERIES, a student information system (SIS) used extensively in California and through the United States. AERIES will be used for student attendance accounting (average daily attendance claims and support for audits of attendance) by the California Department of Education. This SIS also provides comprehensive student databases, state reporting, scheduling, and administrative tools. Evergreen Union School District will provide all administrative services, further ensuring high quality services, in a cost effective manner. These services include accounting and payroll, enrollment, Inventory, and state reporting (to the California Department of Education). Evergreen Institute of Excellence will work directly with EUSD for reporting and oversight as required by law.

Reporting Requirements

The following report or reports that will provide equivalent information to meet the legal requirements will be submitted to the authorizing body:

California Basic Educational Data System, Actual Daily Attendance Reports, Budget (J210 or other approved document) both preliminary and final, School Accountability Report Card when made available for the appropriate year, Copies of annual, and independent financial audits employing generally accepted accounting principles. In addition, Standardized Testing and Reporting or Alternative Standardized Testing and Reporting, California English Language Development test, Spanish Assessment of Basic Education, and the California High School Exit Examination.

Insurance

Evergreen Union School District will secure and maintain, on behalf of Evergreen Institute of Excellence, general liability, worker's compensation, and other necessary insurance coverage. These said insurances will be under the District's present carriers, including:

Workers' compensation insurance in accordance with the provisions of the California Labor Code, adequate to protect Evergreen Institute of Excellence from claims under Workers' Compensation Acts, which may arise from its operations;

General Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy will be endorsed to name EUSD as an additional insured.

Evergreen Union School District will maintain adequate property and liability insurance, for Evergreen Institute of Excellence. Types and amounts will be agreed upon in an operational agreement between Evergreen Institute of Excellence and Evergreen Union School District. Consistent with Education Code 47604(c) proof of insurance will be provided to the chartering agency prior to the opening of the school and thereafter each July 1st. All insurance carriers for the district and therefore the Charter can be found on page 13 of this petition.

Administrative and Academic Support Services

Evergreen Institute of Excellence seeks to have an appropriate and mutually collaborative business relationship with EUSD for submission of all required reports. Evergreen Union School District will conduct all of the business services on behalf of Evergreen Institute of Excellence on a percentage basis of all services and support rendered to the school. This support includes back office, academic, special education, and executive management from Evergreen Union School District for Evergreen Institute of Excellence. Any additional contracts

will be vetted for conflict of interest as adopted by the Evergreen Union School District Board of Trustees. Evergreen Institute of Excellence will have the academic support and special education services with in-house staff at the school.

Annual Performance Report

The Evergreen Union School District Board of Trustees will annually review the effectiveness of Evergreen Institute of Excellence. The review will be guided by three key questions:

1. Is the academic program a success?
2. Is the school a viable organization?
3. Is the school true to the charter?

Evergreen Institute of Excellence will compile and provide the chartering agency of each year an Annual Performance Report agreed upon by both the school and the district. This report will, at a minimum, include the following data:

- Summary data showing student progress towards the goals and outcomes specified in Section IV from assessment instruments and techniques listed in Section IV.
- An analysis of whether student performance is meeting the goals specified in Section IV. This data will be displayed on both a school-wide basis and disaggregated by significant groups as outlined by CDE to the extent feasible without compromising student confidentiality
- A summary of major decisions during the year
- Other information regarding the educational program and the administrative, legal and governance operations of the school relative to compliance with the terms of the charter generally.

Internal Financial Controls

All financial controls that are in place for the Evergreen Union School District (CDS #52-71522) will be in place for Evergreen Institute of Excellence. These include:

- Purchase Orders;
- Payroll;
- Requisition Process;
- Employee Insurance;
- Retirement (PERS, STRS); and,
- Any others that are appropriate.

All of the above procedures are analyzed annually by the District's selected auditor (see below).

Budgets and Cash Flow

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

-California Education Code 47605(g) See

Appendix 1 for the following items:

- A projected first year budget, including startup costs
- Cash flow and financial projections for the first three years of operation

These documents are based upon certain projected enrollments for the three years. The documents are also based on the best estimates of revenues and costs available to the Charter School at this time.

Financial Reporting

Evergreen Institute of Excellence will provide reports to EUSD as follows, and will provide additional fiscal reports as requested by EUSD:

1. By July 1, a preliminary budget for the current fiscal year. For a charter School in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Evergreen Institute of Excellence's annual, independent financial audit report for the preceding fiscal year will be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District will include an annual statement of all Evergreen Institute of Excellence's receipts and expenditures for the preceding fiscal year.

Evergreen Union School District and Evergreen Institute of Excellence will maintain appropriate records. In accordance with the timelines required by Education Code 47604.33, a copy of the proposed fiscal year budget for Evergreen Institute of Excellence, financial reports, and unaudited actuals will be forward to EUSD. Evergreen Institute of Excellence will be operated in accordance with generally accepted accounting principles (“GAAP”, a business operations manual developed/adopted by the District will be utilized for Evergreen Institute of Excellence’s day-to-day business functions. The charter school will promptly respond to all reasonable inquiries, including inquiries regarding financial records.

During the first year of operation, Evergreen Institute of Excellence will submit the SB 740 Funding Determination to the California Department of Education.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.

-Education Code Section 47605(g).

Evergreen Institute of Excellence will be an independent study charter school, requiring less facilities than a traditional school setting as only a portion of students would be on the site at any one time. The facilities are located on the existing campuses, accessible by students’ foot, bus, or car. Because of the flexibility independent study and online learning, the school ensures that the facilities align with all building and fire codes for instructional purposes. In addition, Evergreen Institute of Excellence and Evergreen Union School District will work together to ensure adequate facilities meeting California classroom requirements are available to Home School students and staff. Evergreen Institute of Excellence does intend to pursue Proposition 39 with the district.

Since Evergreen Institute of Excellence is an independent study charter school, there is flexibility to better meet the needs of the students and remain in compliance with both zoning and building codes.

ELEMENT 10. PUPIL SUSPENSION AND EXPULSION POLICIES

Pupil Suspension and Expulsion

"The procedures by which pupils can be suspended or expelled."

- California Education Code 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Evergreen Institute of Excellence is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Although many of the students of the Charter School work from home, this policy is written broadly to apply as needed to the Charter School students at school-sponsored activities or at school facilities.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet, which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, and use of alternative educational environments, suspension and expulsion.

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

Evergreen Institute of Excellence administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Charter Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter 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. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

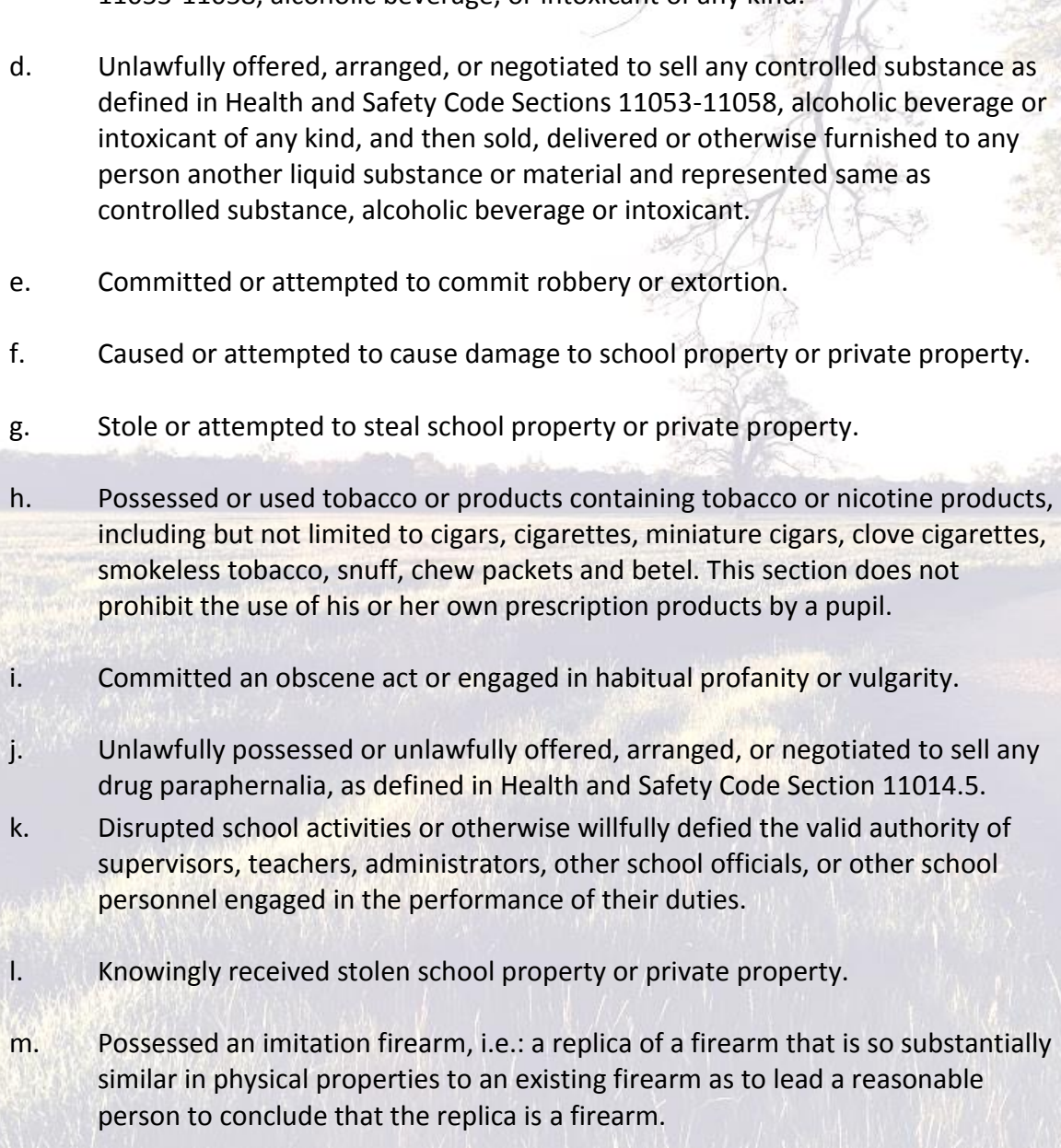
A. Grounds for Suspension and Expulsion of Students

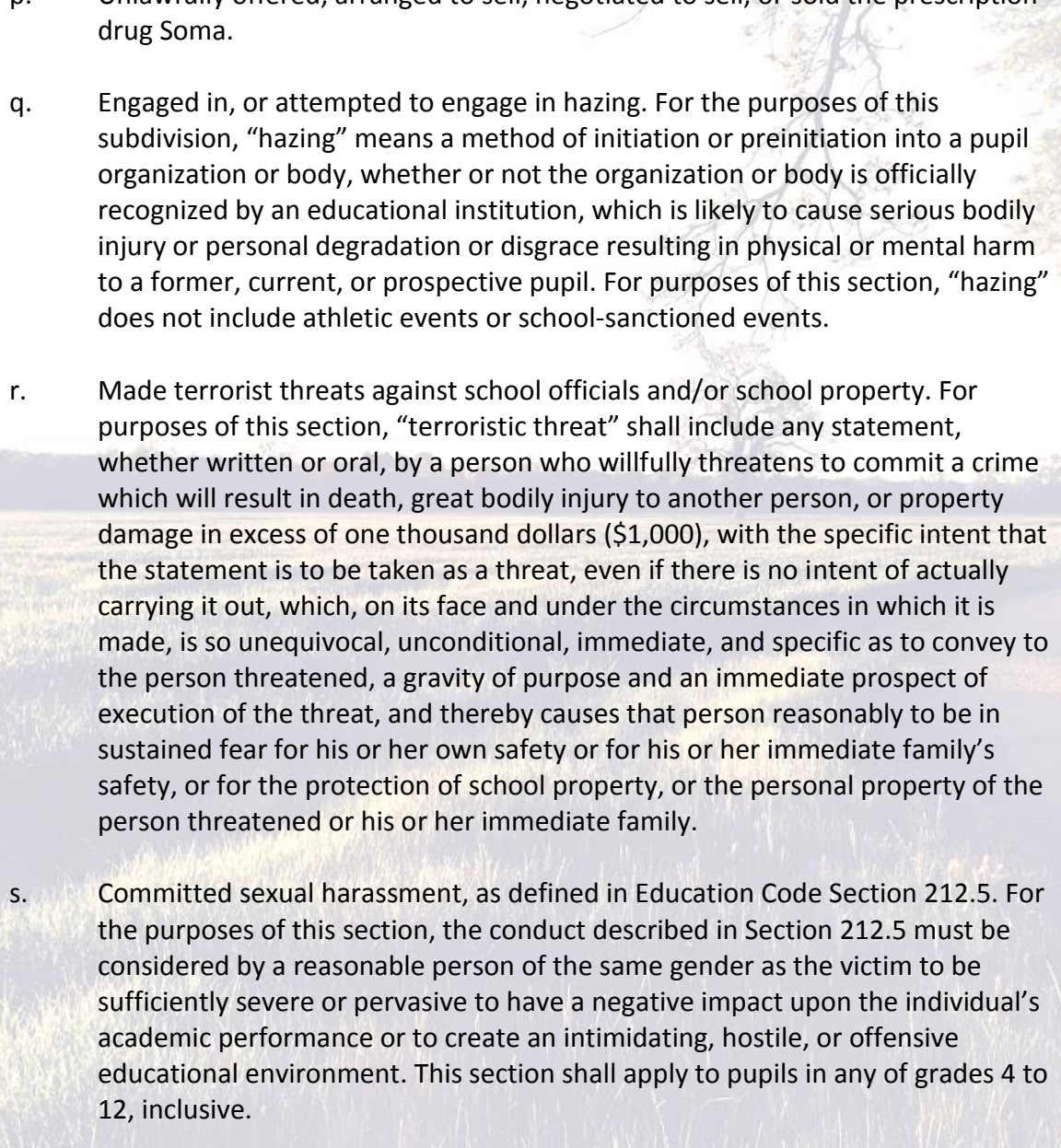
A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

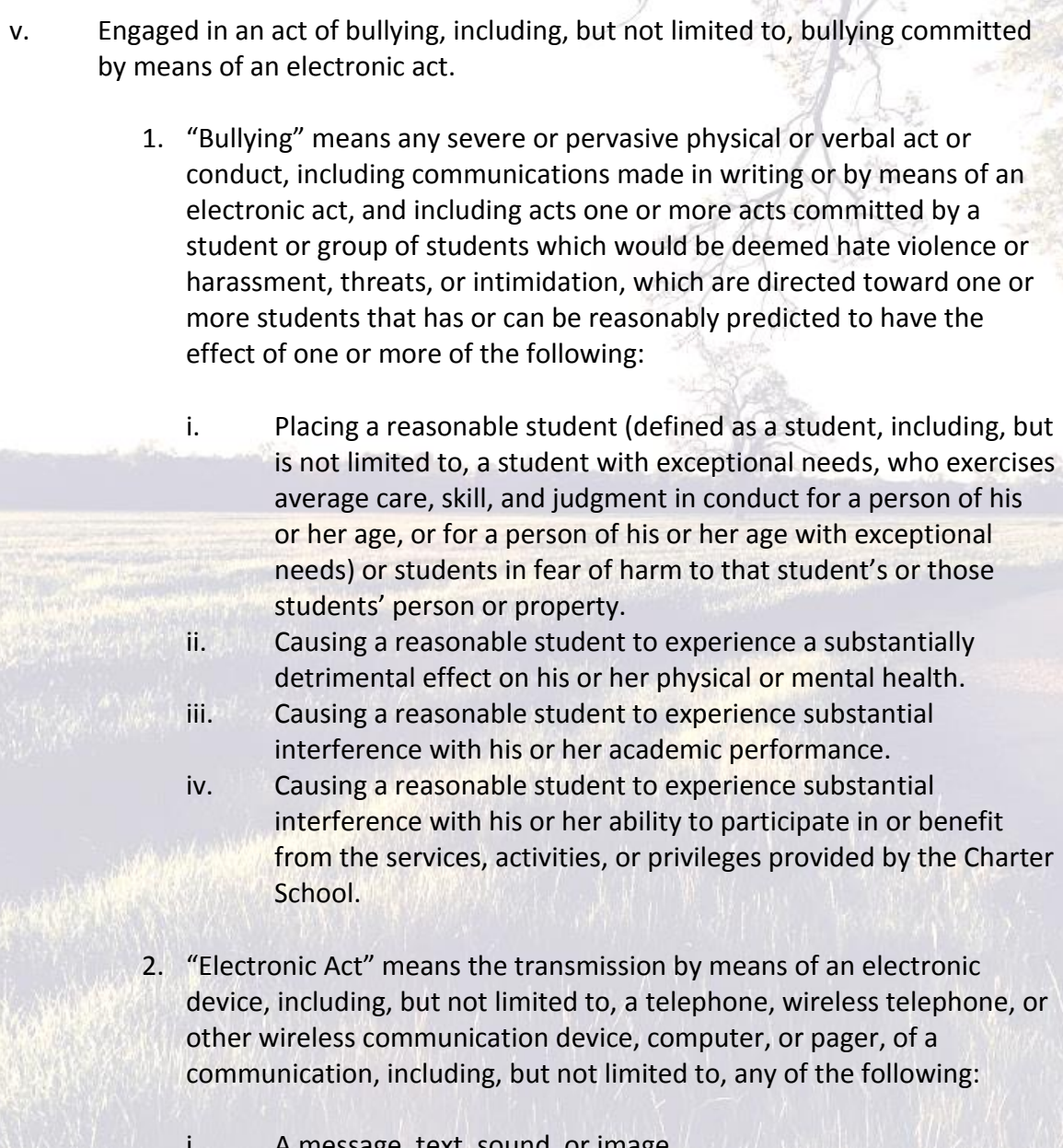
1. while on school grounds.
2. while going to or coming from school.
3. during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

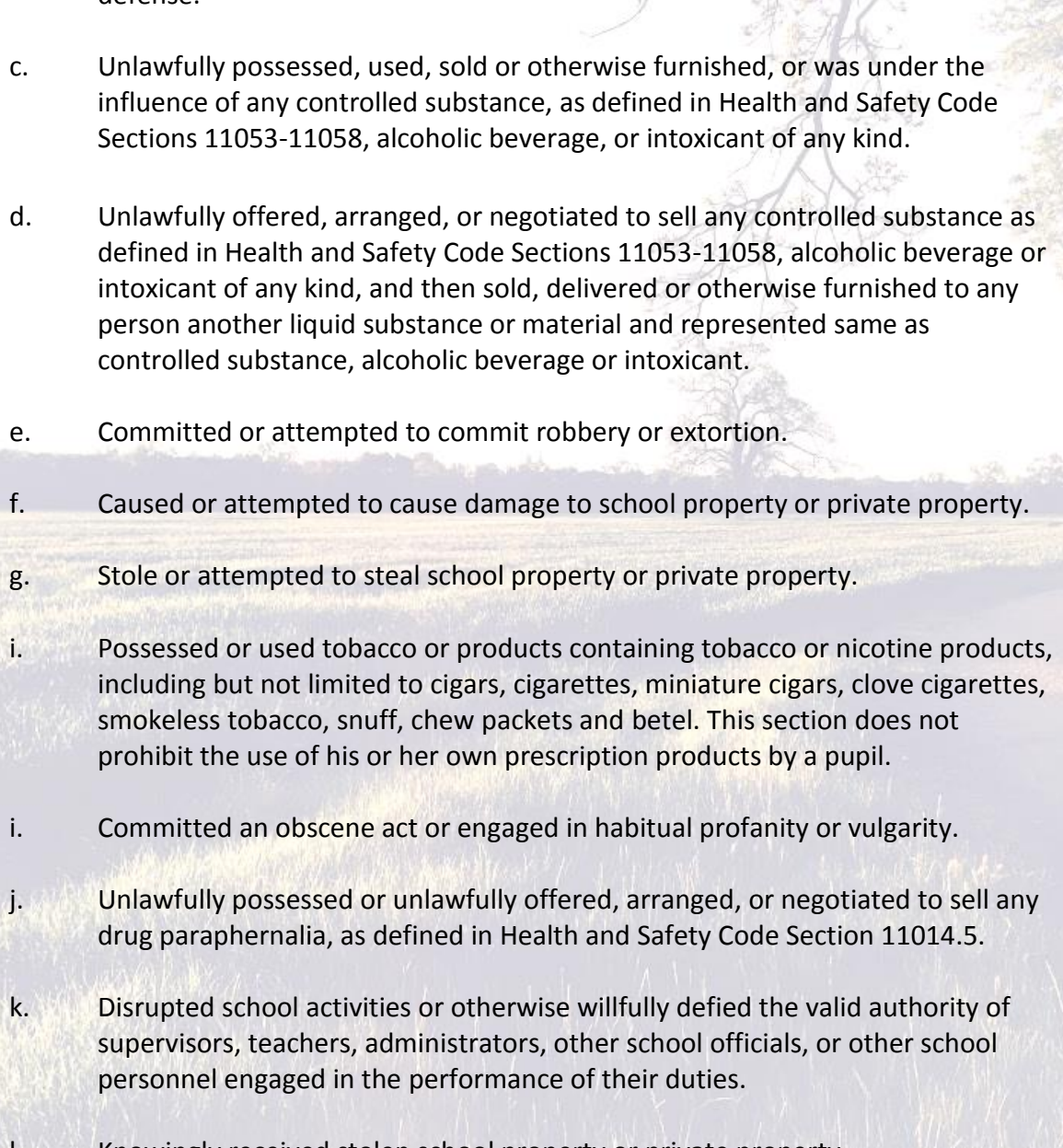
1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.

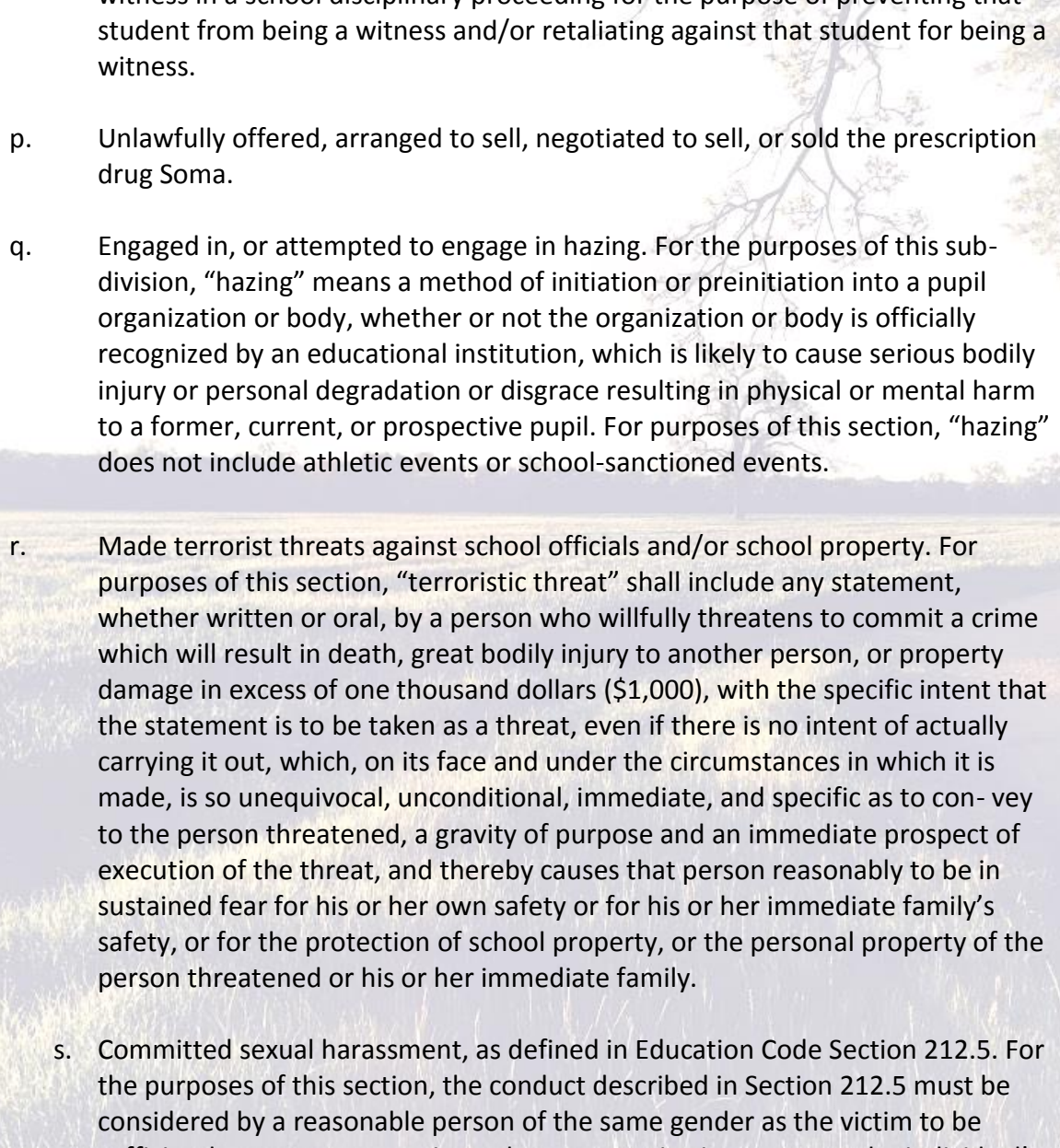
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- b. Willfully used force of violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stole or attempted to steal school property or private property.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l. Knowingly received stolen school property or private property.
 - m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

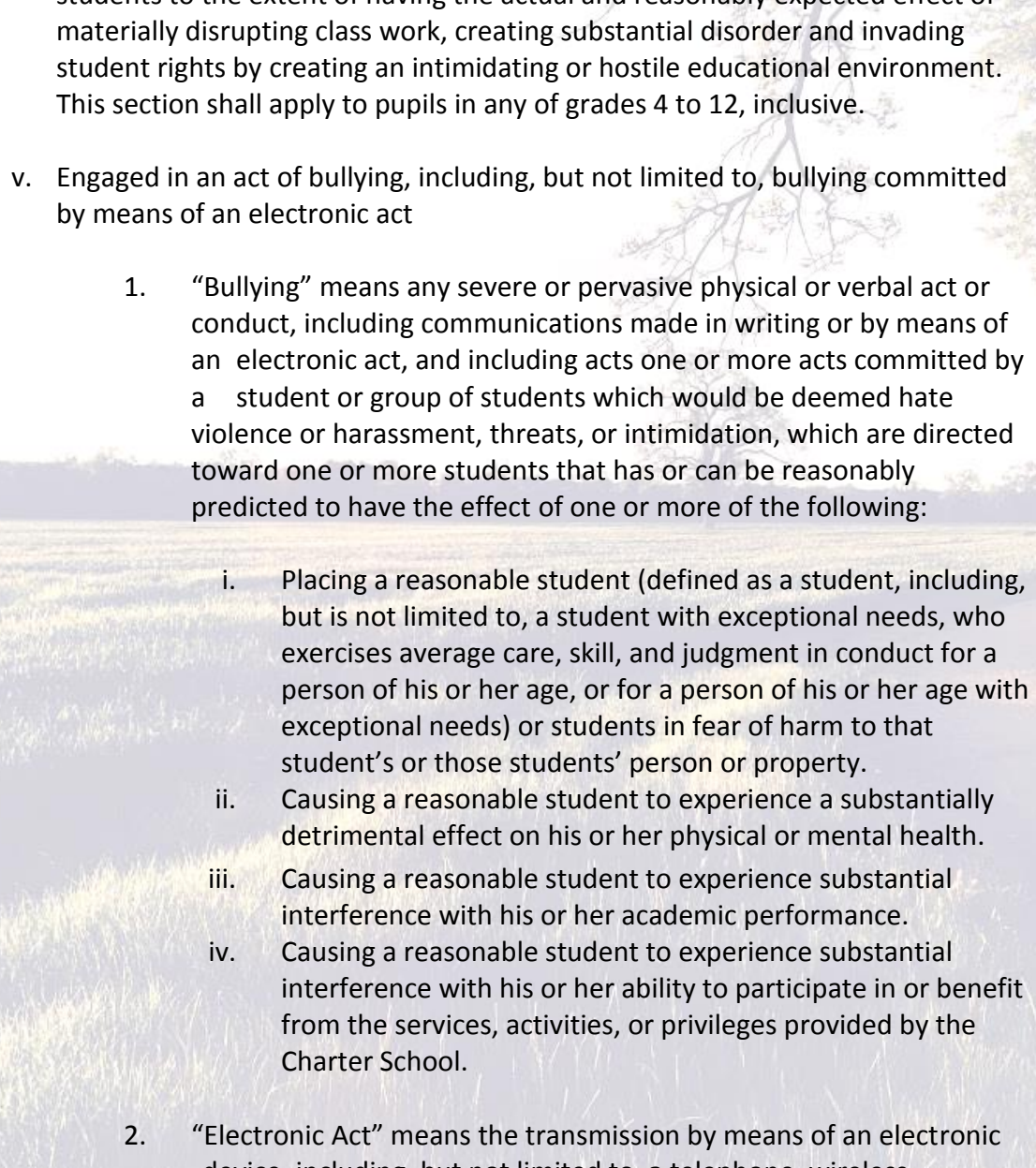
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- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
 - r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

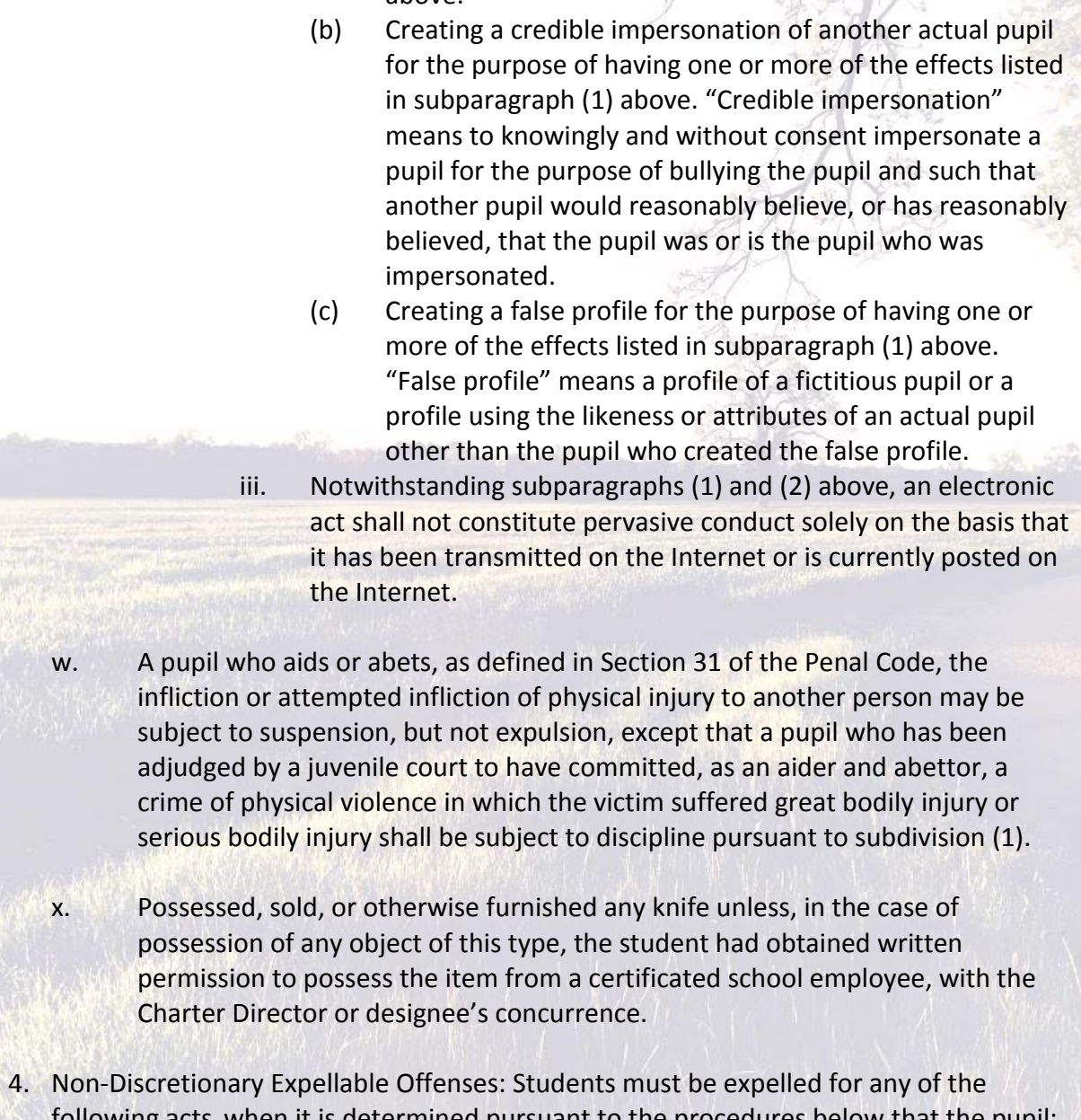
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- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of

- having one or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a pro- file using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

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- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force of violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stole or attempted to steal school property or private property.
 - i. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
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 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l. Knowingly received stolen school property or private property.
 - m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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 - o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
 - r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
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 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
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 - i. A message, text, sound, or image.

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- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Charter Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

If it is determined by the District Board of Trustees that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

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

2. Notice to Parents/Guardians

At the time of suspension, the Charter Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

D. Authority to Expel

A student may be expelled either by the District Board of Trustees following a hearing before it or by the District Board of Trustees upon the recommendation of an Administrative Panel to be assigned by the District Board of Trustees as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board of Trustees member of the District Board of Trustees. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an administrative panel hears the case, it will make a recommendation to the District Board of Trustees for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

Evergreen Institute of Excellence may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the District Board of Trustees, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Evergreen Institute of Excellence must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the

hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting if it would threaten serious psychological harm to the complaining witness and there were no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to resent opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The District Superintendent / Director or designee following a decision of the District Board of Trustees to expel shall send written notice of the decision to expel, including the District Board of Trustees' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

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

The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the District Board of Trustees decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the District Board of Trustees at the time of the

expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the District Board of Trustees following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the District Board of Trustees following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

i. Notification of District

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

ii. Services During Suspension

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

iii. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file,

including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

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

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

v. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Charter Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Evergreen Institute of Excellence shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Evergreen Institute of Excellence shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

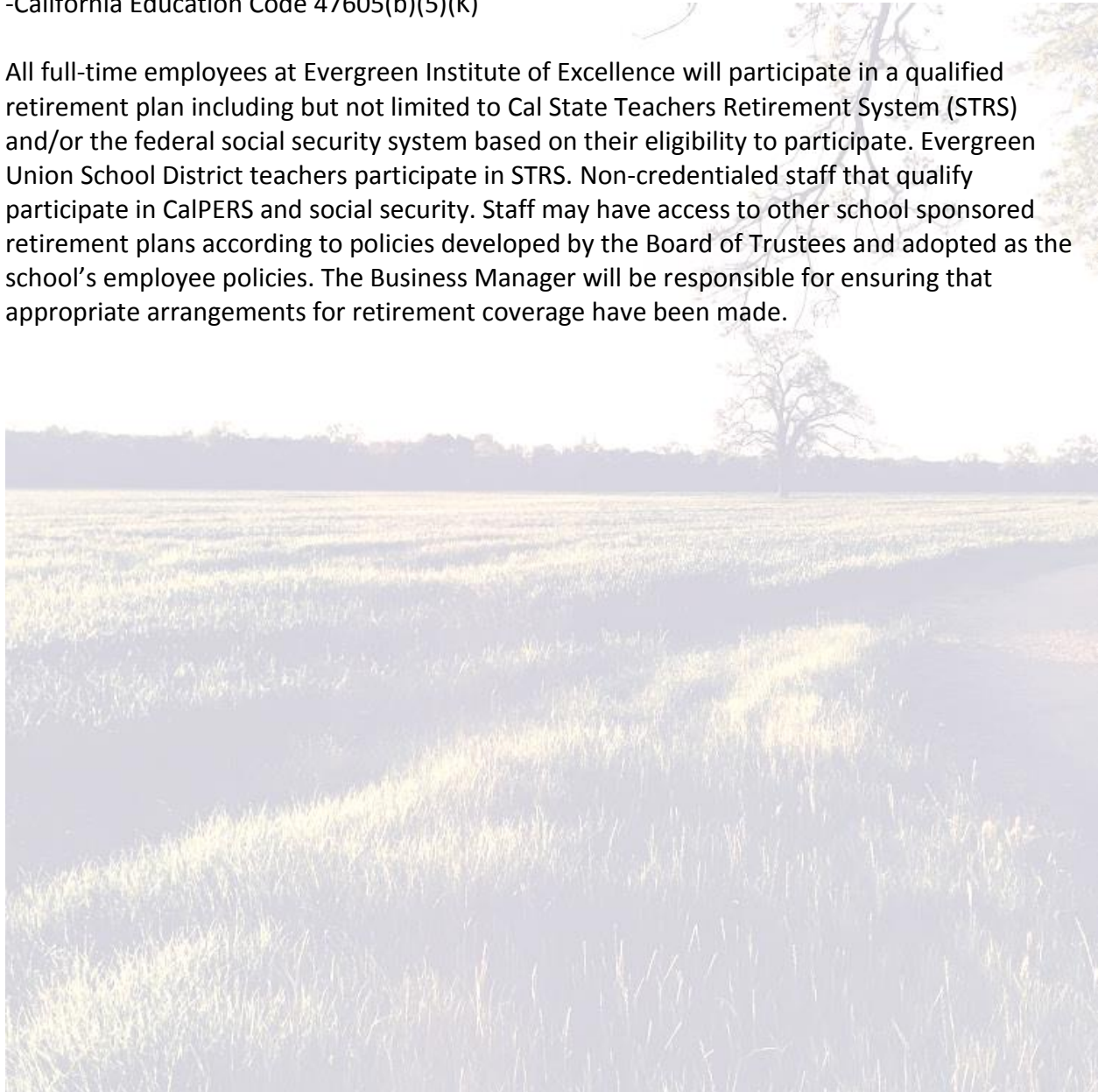
Evergreen Institute of Excellence shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11. RETIREMENT BENEFITS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.”

-California Education Code 47605(b)(5)(K)

All full-time employees at Evergreen Institute of Excellence will participate in a qualified retirement plan including but not limited to Cal State Teachers Retirement System (STRS) and/or the federal social security system based on their eligibility to participate. Evergreen Union School District teachers participate in STRS. Non-credentialed staff that qualify participate in CalPERS and social security. 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.

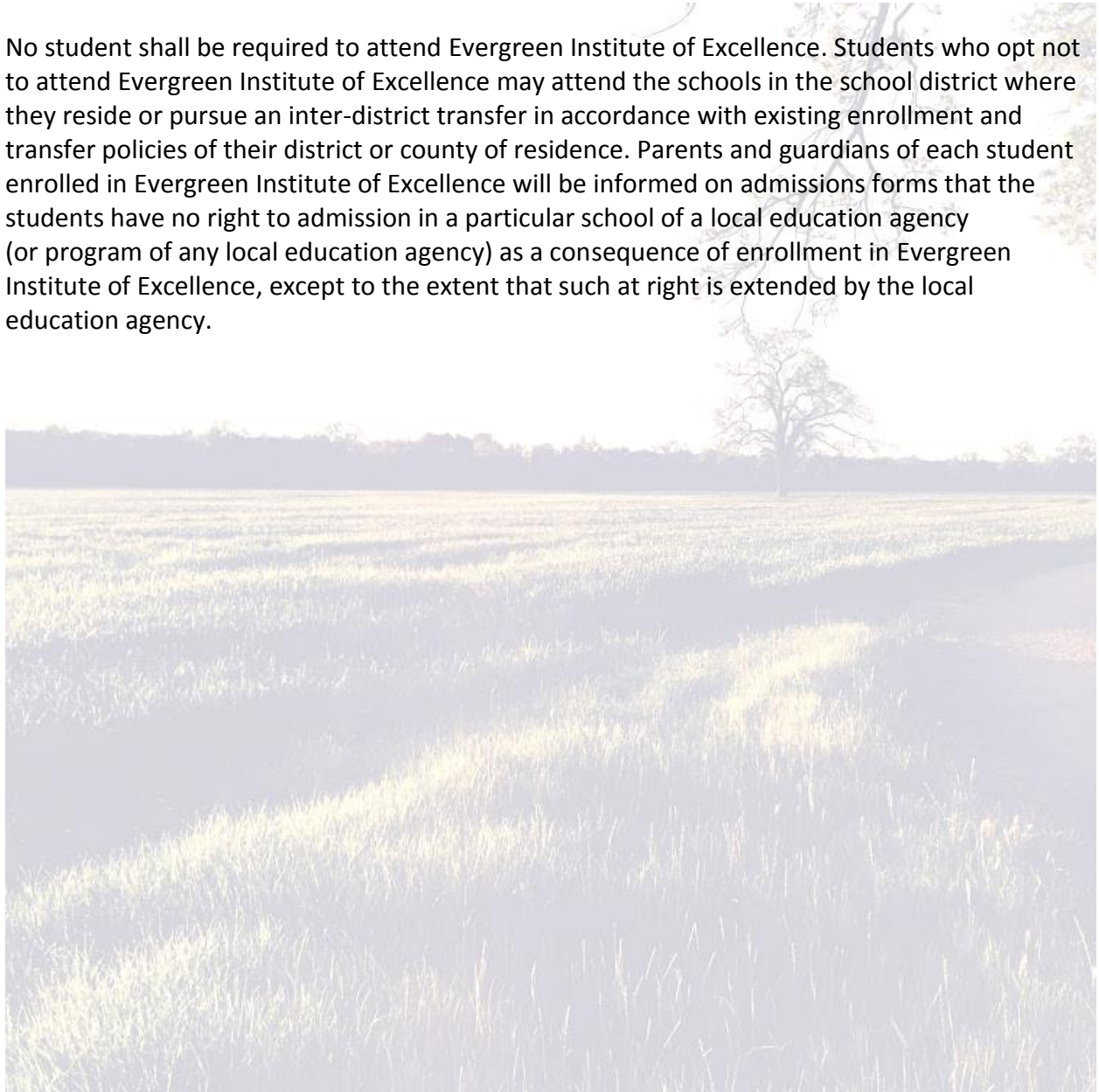


ELEMENT 12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.”

-California Education Code 47605(b)(5)(L)

No student shall be required to attend Evergreen Institute of Excellence. Students who opt not to attend Evergreen Institute of Excellence may attend the schools in the school district where they reside or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in Evergreen Institute of Excellence will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency (or program of any local education agency) as a consequence of enrollment in Evergreen Institute of Excellence, except to the extent that such at right is extended by the local education agency.



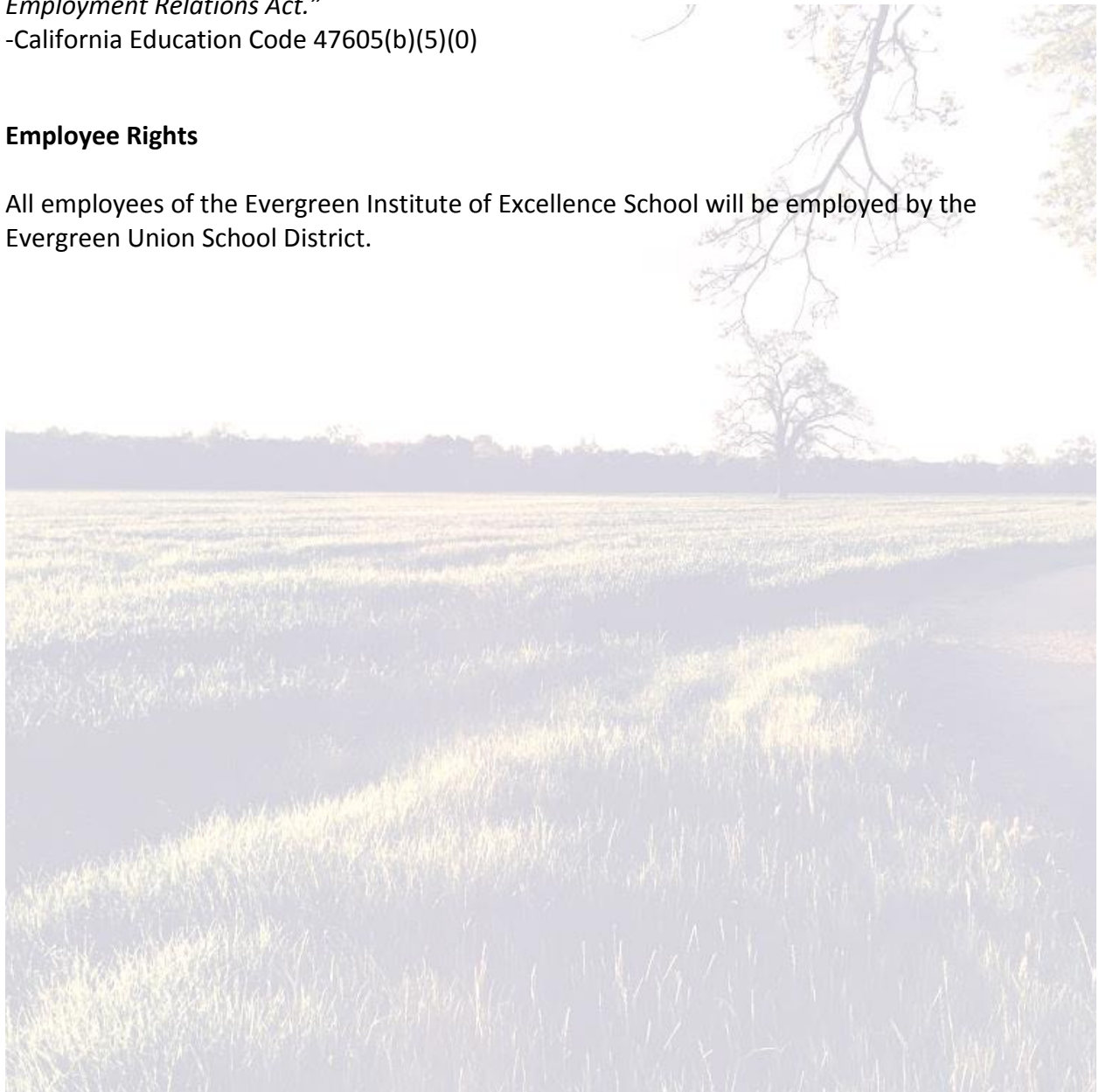
ELEMENT 13. DESCRIPTION OF EMPLOYEE RIGHTS

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.”

-California Education Code 47605(b)(5)(0)

Employee Rights

All employees of the Evergreen Institute of Excellence School will be employed by the Evergreen Union School District.



ELEMENT 14. DISPUTE RESOLUTION

PROCESS, OVERSIGHT, REPORTING AND RENEWAL

“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 47605(b)(5)(N)

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on EUSD, and (3) ensure a fair and timely resolution to disputes. Evergreen Institute of Excellence and the chartering agency will be encouraged to attempt to resolve any disputes with the chartering agency amicably and reasonably without resorting to formal procedures. In addition, cost sharing in any dispute will be encouraged to be both fair and equitable.

Public Comments

The staff of Evergreen Institute of Excellence, the Advisory Committee, and EUSD agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. All parties will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising From Within the School

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisory, partner organizations and governing Board of Trustees members of the school, will be resolved pursuant to policies and processes developed by Evergreen Union School District.

EUSD will not intervene in any such internal disputes without the consent of the Board of Trustees of the District and will refer any complaints or reports regarding such disputes to the District Superintendent for resolution pursuant to Evergreen Union School District’s policies. EUSD agrees not to intervene or become involved in an internal dispute unless the dispute has given EUSD reasonable cause to believe that a violation of this Charter or related laws or agreements or issues of student health or safety have occurred, or unless the Board of Trustees has requested the District Superintendent to intervene in the dispute.

Disputes Between Evergreen Institute of Excellence and EUSD

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 the Home School Charter. 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 15 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 60 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.

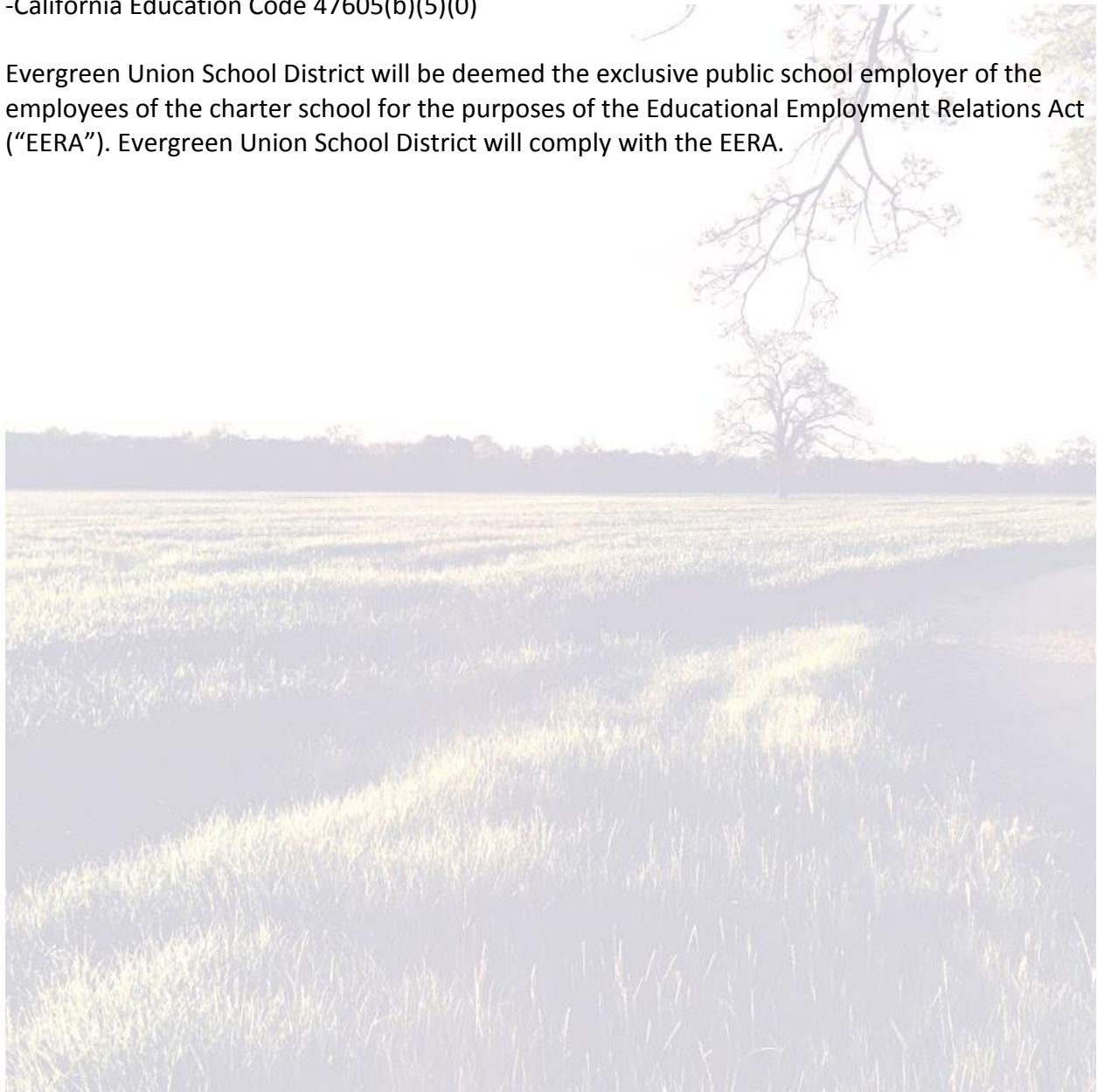
This dispute resolution procedure shall not apply to any request for equitable or injunctive relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable or injunctive relief, neither party may commence a civil action with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

ELEMENT 15. EMPLOYEE REPRESENTATION

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.”

-California Education Code 47605(b)(5)(0)

Evergreen Union School District will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (“EERA”). Evergreen Union School District will comply with the EERA.



ELEMENT 16. CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter School closes, The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

-Education Code Section 47605(b)(5)(P)

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

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

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

The Board of Trustees will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to Evergreen Union School District. As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The school will ask the District to store original records of Charter School students. All records of the School shall be in the District's control so a transfer will not be necessary upon closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by Evergreen Union School District, responsible for closure-related activities in accordance with applicable law.

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.

As specified by the Budget in the Appendices, Appendix 1, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

III. MISCELLANEOUS

Administrative Services

Evergreen Union School District will provide the administrative services. It is anticipated at this time that these services will be provided by employees of the District.

Facilities

Evergreen Institute of Excellence will use Evergreen Union School District's facilities.

Transportation

Evergreen Institute of Excellence is a school of choice and therefore it will be the responsibility of the parents/guardians to provide transportation of students to and from the school, except as required by law for students with disabilities in accordance with a student's IEP.

Renewal of Charter

EUSD agrees to receive and review the annual fiscal audit and Performance Report as specified in Section XI. Within two months of the receipt of these Annual Reports, EUSD will notify in writing the Charter Director if it does not consider the school to be making satisfactory progress relative to the goals specified in this Charter. This notification will include a specific listing and description of any areas of concern.

Evergreen Institute of Excellence may request from EUSD a renewal, material revision, or amendment of the Charter at any time prior to expiration. A renewal request should be presented by Evergreen Institute of Excellence no later than 120 days prior to the expiration of the Charter. The chartering agency agrees to hear and render a decision regarding a renewal, material revision, or amendment to the Charter pursuant to the criteria and standards as specified in the Charter Schools Act, Education Code Sections 47607 and 47605.

Term of the Charter

The term of the Evergreen Institute of Excellence will be five years from the first day Evergreen Institute of Excellence commences classes eligible for apportionment. The purpose of five years for approval is to ensure that the school has the appropriate time to demonstrate academic excellence. In addition, testing information always lags one school year from the state of California. Most programs begin gaining academic momentum at the beginning of the third and into the fourth year, and with test scores not available until year five, the fifth year is critical to demonstrate the overall success of the organization. At this point, it is also possible

to disseminate the best practices at Evergreen Institute of Excellence to other charter and traditional public schools. Evergreen Institute of Excellence and the chartering agency agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and prepared waiver requests to the State Board of Education.

Severability

If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable, or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement will not be affected thereby and will remain valid and fully enforceable.

Potential Civil Liability Effects

“Potential civil liability effects, if any, upon the school and upon the District.”

-California Education Code Section 47605(g)

Intent

This statement is intended to fulfill the terms of Education Code 47605(g) and provide information regarding the proposed operation and potential effects of Evergreen Institute of Excellence and EUSD.

Civil Liability/ Insurance

The Evergreen Institute of Excellence will be covered for all insurances in checking Civil Liability Insurance under the Evergreen Union School District’s umbrella.

Attachments (Appendices)

The documents and materials attached to this charter petition (e.g., Appendices) are for informational purposes only and are not part of the charter.

APPENDICES

