

I. Overview

A. Charter Schools Act of 1992

*Charter of the
Chicago Park School District
The Charter Schools Act of 1992
A California Public Elementary Charter School*

The Charter Schools Act of 1992 states that:

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, 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 low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

California Education Code Section 47601(a)-(g)

As detailed in this Charter, Chicago Park Community Charter School will make important contributions to the legislative goals outlined above. By granting this Charter, Chicago Park School District will help fulfill the intent of the Charter Schools Act while providing students with an additional quality 21st Century focused public school educational option.

The Charter Schools Act (or Act) (Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

B. Introduction

This proposal seeks to create a charter school called Chicago Park Community Charter School (CPCCS) within the Chicago Park School District (CPSD). Chicago Park Community Charter School will operate as a K-8 Classroom/Site-based school and a K-8 Independent Study Home School Program (The Home School program to be established in or before 2012-13) of the Chicago Park School District. The need to offer an alternative high-quality educational choice is vitally important in the Chicago Park area and surrounding communities. Chicago Park Community Charter School allows parents of surrounding areas to exercise their choice for their child’s educational environment. Although Chicago Park School currently has excellent programs to offer students, with the changing dynamics of education, it has become necessary for Chicago Park School to seek an educational environment that will provide greater curriculum flexibility, increased individualized pupil learning, encourage innovative teaching methods, and prepare students for 21st century learning with a special emphasis in math, science and character development. The ability of Chicago Park Community Charter School to offer a variety of unique and personalized services to its students within the framework of high academic standards will ensure that the school is locally supported, especially by parents of students in grades K-8 who choose these characteristics in a school environment. For families seeking a home-based setting for their child’s education, Chicago Park Community Charter School will offer an independent home-based school program. This program will be available to any student within the Chicago Park School District as well as Nevada County, and the neighboring counties of Sierra, Yuba and Placer.

C. Mission Statement

We are a school composed of students, parents, staff and community who are committed to promoting independent thinking, achieving one’s personal best and lifelong learning for all. Our mission is to provide a well-rounded program that prepares students for 21st century success in all areas of academics, and by offering unique and individualized services in math, science and technology. We emphasize good citizenship through an extensive character development program to create a safe and nurturing environment on campus, and graduate responsible students who respect the rights of others.

II. Required Charter Elements

A. Description

Chicago Park Community Charter School maintains a clear vision of educating all students as they come to the school by improving their learning skills, academic knowledge, and civic and environmental awareness in either the Classroom/Site-based school or the Independent Study Home School program (the home school program to be established in or before 2012-13). Chicago Park Community Charter School has a standards-based core curriculum which has been fully aligned with the California State Content Standards (and will be re-aligned with the national “Common Core” standards when implemented). It incorporates individualized learning in math, hands-on learning in science, and life skills within character development and education. The instructional materials will be reviewed and/or adopted by the Charter Advisory Committee/Site Council which has been approved by the Chicago Park School District Board of Trustees. CPCCS will offer an additional educational opportunity and choice for K-8 students and families in the Chicago Park and surrounding area by providing a school that:

- Is open to all families/students committed to our mission/educational vision, without tuition or burdensome academic entrance requirements and honors the uniqueness of each individual, seeking students from diverse backgrounds in order to build a strong, inclusive community and prepare all students for lives in a multicultural society
- Offers a K-8 Classroom/Site-based school which includes a rigorous and standards-based academic curriculum for all its students with hands-on learning and differentiated curriculum promoting original and creative outcomes, effective sequencing of tasks and time management, increased ability to collaborate, and student involvement in decision-making
- Offers an Independent Study Home School program through individualized instruction and personal computing; technology and possibly virtual instruction combined with an innovative on-campus optional enrichment program
- Offers specialized programs in Science, Math, Technology and Character Development
- Emphasizes good citizenship through a hands-on character development program that is integrated into all areas of curriculum
- Is committed to maintaining high expectations for academic, social and personal performance
- Has a small and supportive school environment

1. Educational Program

Parents who enroll their children in the Chicago Park Community Charter Classroom/Site-based school can expect to find the following:

- Small, supportive K-8 classroom environments
- Focus on a standards-based academic curriculum
- Student-driven participation in developing the learning process
- Hands-on individual and group projects in all subjects
- Commitment to maintaining high expectations for academic, social and personal performance
- Safe environment where students are nurtured and supported
- Caring, high quality staff who are continually motivated to grow professionally
- Multiple opportunities for student involvement in campus life
- A school and community which supports parental choice of their child's educational environment
- A welcoming school culture for parental involvement
- Block scheduling which provides fewer transitions and greater focus on projects and labs
- High tech computer labs for all grade levels
- State-of-the-art Science Lab for grades 4-8
- Special emphasis on individualized online math program for grades 6-8
- Applied Math and Engineering hands-on Lab
- Protected time for Sustained Silent Reading (SSR) in the classroom
- Extended day Music/Drama Program for grades 1-8
- Community outreach opportunities via classroom projects
- Individualized and differentiated instruction based on different learning styles
- High participation in after school activities such as sports, music and drama
- County supported art docent program with enthusiastic parent volunteers

Parents who enroll their children in the Chicago Park Community Charter Independent Study Home School program can expect to find the following:

- Standards-based curriculum and instruction
- Rich, engaging content with interesting, interactive demonstrations and activities
- Adaptive learning technology in reading and math

- Individualized learning environment
- Commitment to maintaining high expectations for academic, social and personal performance
- Highly qualified certificated educators and instructional aides
- Opportunities to use the campus science lab for grades 4-8
- Available participation in before and after school activities such as GATE, sports, music and drama (based on availability)

2. Instructional Time and Standards

Students enrolled in Chicago Park Community Charter School’s Classroom/Site-based school will be in class at least the minimum number of annual instructional minutes as required of charter schools by the State of California.

3. Core Subject Areas

- Reading and Language Arts (including Spelling)
- Mathematics
- Science – including Health
- Social Studies

Supplementary Subject Areas

- Physical Education
- Visual and Performing Arts
- Technology

High quality curriculum, based upon the California State Content Standards, is used for all students in the areas of Reading/Language Arts, Mathematics, Science/Health, Social Studies/History and Physical Education. State Frameworks and State/District adopted content standards are the foundation at each grade level, guided by State adopted/approved textbooks, and online programs that provide exposure to California Core Standards. Teachers use their extensive professional knowledge to appropriately adapt texts to be accessible to all students and allow them to meet or exceed the state standards. The 21st Century themes will be imbedded and taught within the core standards-based instruction.

4. Areas of Specified Focus

Chicago Park Community Charter School will strive to offer the best education possible in all subject areas for each student at the school, and in addition will be emphasizing specialized opportunities in Math, Science, Technology and Character Development; all geared toward preparing our students for success in the 21st century.

Math: We will be incorporating research-based online math programs in grades K-8 that cover California Core Standards to create exceptional individualized learning opportunities. This will allow students to remediate or excel at their own pace. Extended blocks of time have been established in the 6-8 grade schedule to allow for hands-on learning, utilizing our state-of-the-art science lab and applied math and engineering lab. In addition, we will also be able to meet the needs of students ready to advance to Geometry or Algebra 2.

Science: For grades 4-8 we offer use of our state-of-the-art science lab. This is a facility the teachers can utilize for conducting hands-on science experiments with students. Studies in life sciences, chemistry and biology will be brought to life through experiential labs. All 4th-8th graders will have lab periods built into their weekly schedules.

Technology: For the past several years, Chicago Park School has taken great pride in its 30-station computer lab consisting of 10 desktop computers and 20 laptops on a mobile cart. To meet the demands of 21st century learning, CPCCS will add an additional 30 new laptop computers on a mobile cart available for grades 4-8. With double the number of computers available, students will have increased opportunities for research, learning word processing skills, Excel and Power Point. Specific blocks of time are built into all K-8 schedules to assure quality time incorporating the use of computers in research and other areas of academic learning. Several classrooms also are equipped with Interactive White Boards and Student Response Systems (clickers) to allow teachers to effectively teach in an efficient manner that stimulates our digital learners of today.

Character Development: Based on our history of maintaining a tight-knit community and a positive highly parent-involved school culture, CPCCS will incorporate character development into classroom projects and core curriculum. A recent study demonstrates the association of character education in the classroom with higher academic achievement among students along with significantly improved social and emotional skills, attitudes and behavior. CPCCS will emphasize learning within and outside the classroom through service projects and community outreach that teach social responsibility, self-discipline, respect for self and others, learning to work together with compassion and tolerance, and an understanding of the world beyond the school environment through a positive-based character education program.

5. Differentiated Instruction

Academically High Achieving/Ability Students: Differentiated instruction and 21st Century instructional strategies will create opportunities for all students to be engaged at their individual ability levels within a classroom. Teachers will use project-based instruction, cooperative groups, enrichment activities and individual contracts (as appropriate) to continually strive to meet the academically high achievers' needs within the classroom. The Chicago Park Elementary School District G.A.T.E. (Gifted and Talented Education) Program is available to eligible students with additional extended learning opportunities for interested students and families through participation in outside enrichment activities including school day field trips, after school opportunities and before school classes.

Academically Low Achieving Students: CPCCS's curriculum can be differentiated based on student need to meet demands for increased rigor or remediation of skills or content. Students in both components of the Charter program are identified for targeted intervention based on a variety of information including but not limited to I.E.P, standardized testing results (CELDT, STAR, etc.), past

academic performance, parent reports, teacher observation and classroom/instructional assessments. Once a student is identified to receive additional support, either with remediation or advanced skill development, the appropriate academic team will be assembled to create the most effective academic game plan for the student.

Students at academic risk will be identified and targeted for additional resources, and traced for progress through the use of weekly and/or monthly performance indicators developed by grade level teams or the parent/teacher team for the Independent Study Home School student. Students requiring further modifications other than additional instruction and re-teaching will be identified through RTI and trigger the Student Study Team (SST) process in order to ensure a systematic, problem-solving approach to assist students with concerns that are interfering with success. Students that can benefit from the RTI process and/or a formal SST, include but are not limited to, those achieving below or above grade level and students who have experienced emotional trauma, behavioral issues or language issues. 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 additional specialized support through an IEP or Section 504 assessment and plan as deemed necessary by the SST. All students with identified special needs undergo regular assessment and are supported through a variety of onsite processes and programs in a personalized manner.

Chicago Park Community Charter School recognizes the importance of the home-school connection in implementing academic interventions. It is Chicago Park Community Charter School's goal that families understand benchmarks for the identified at-risk student as well as the due process before a student is considered for retention or other alternative programs. Students, teachers and their parents will be partners in designing the required academic intervention services for each child. The Chicago Park Community Charter School standards, including student levels of achievement as may be measured by monthly student learning goals, six-week and trimester assessments, STAR test results, CELDT testing, and end-of-year assessments aligned with the curriculum. Student portfolios will be used for storing and retrieving immediate assessments and data.

Student intervention services, targeted to the individual student's identified needs, may include:

- Small flexible group classroom-based instruction support individualized instruction (as needed and as available) from specialists on the school campus (Special Education program staff)
- Targeted Intervention/Enrichment periods imbedded into the daily schedule
- Differentiated Instruction
- Instructional aides/assistants (as available)
- After school enrichment opportunities
- After School Homework Club
- RTI in grades 1-8

English Language Learners: Chicago Park Community Charter School will be committed to all students, including English Language Learners (ELL) and 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 requirements. Chicago Park Community Charter School will work with all its schools to implement policies and procedures to assure proper placement, evaluation, and communication regarding the rights of ELL students and parents. All Chicago Park Elementary School District schools will administer the home language survey at the student's initial enrollment.

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 31 until re-designation as fluent English proficient. Chicago Park Community Charter School 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 the requirements under the No Child Left Behind Act for annual English proficiency testing.

All Chicago Park Community Charter School certificated teachers are highly qualified and CLAD or SDAIE certified. As such, the collaborative learning model they use places emphasis on differentiated instruction, meeting the needs of the ELL population based on academic language readiness. Through a professional development plan that accompanies the collaborative learning model, education specialists will be trained on a variety of instructional strategies to be used specifically with ELL students, support materials from state adopted materials, scaffolding and individualized student support. The cooperative learning model also offers students at the school the opportunity to learn and teach strategies regarding the curriculum to each other. This powerful tool enables students the opportunity to increase their academic skills in a safe environment, while also building learning skills. Beyond that, the ELL students are provided with supplementary materials to create extensions and scaffolding to the curriculum for better understanding of the materials.

Special Education: It is the full intention of the school to serve the academic needs of all of its students. The ultimate goal of the school is to have 100% of the student body performing at or above the statewide target (proficient and advanced) as measured by the STAR testing program annually as well as demonstrating proficiency in 21st Century Skills and Grade Level NETS as measured by assessment rubrics and the "Mile High" guide. Therefore, establishing an effective intervention system is a critical component to a sound educational program. The Chicago Park Community Charter School will comply with all applicable provisions of the Individuals with Disabilities Act (IDEA) and other federal and state laws concerning children with disabilities. The School will work to ensure that each student's special education needs are being met as outlined in the student's IEP (Individualized Education Program), and in accordance with applicable laws. The school will work with appropriate staff to provide special education services to students, and to identify and refer students as needed for such services, using current district staff and protocols already in place within the district. More information on Special Education is found in Section D.

Special Needs: Chicago Park Community Charter School will comply with Section 504 and the ADA. All facilities of the school will be accessible for all students with disabilities in accordance with the ADA. The School 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 school. Any student, who has an objectively identified disability that substantially limits a major life activity such as learning, is eligible for accommodation by Chicago Park Community Charter School, and shall be accommodated in accord with applicable law.

Chicago Park Community Charter School is committed to high levels of academic success for all students, including students with disabilities, and will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504) the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEA). Chicago Park Community Charter School will follow the Nevada County SELPA policies and procedures and will use Nevada County SEPLA forms in seeking out, identifying and serving students who may qualify for special education programs and services, for responding to record requests and maintaining confidentiality of pupil records. Chicago Park Community Charter School shall remain in compliance with the IDEA, Section 504, and the ADA. The facilities to be utilized by Chicago Park Community Charter School shall be accessible for all students with disabilities.

B. Measurable Student Outcomes

Parents who enroll their children in the school accept responsibility for their children's education and become partners with the staff in the students' achievement of academic goals.

Measurable student outcomes (goals and objectives) for each student will be commensurate with student outcomes for all other California like schools. Students enrolled in Chicago Park Community Charter School will demonstrate proficiency within the core academic skills which are appropriate to age and grade level mastery and which have been developed to align with the California State Content Standards for Language Arts, Math, Social Science, and Science embedded with appropriate 21st Century Skills/Standards. Grade level performance, corresponding to the level of proficiency expected of all students in the District will be expected.

GOAL 1 - PROFICIENCY IN ENGLISH/LANGUAGE ARTS

Students meet or exceed grade level state content standards K-8, the measures of which are set forth in Element C, below. Students will demonstrate their ability to communicate effectively through reading, writing, listening, speaking and presentation using multiple forms of expression (i.e., written, oral, and multimedia). Communication skills will be appropriate to the setting and audience. Students will read and interpret information from a variety of sources to gain useful and applicable knowledge as measured by CST and teacher assessments including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams.

GOAL 2 - PROFICIENCY IN MATHEMATICS

Students will meet or exceed grade level state content standards K-8, the measures of which are set forth in Element C, below, demonstrating their ability to reason logically, calculate and solve problems with clarity and precision by applying mathematical principles and operations, as measured by CST and teacher assessments including quizzes, essays, projects, performances, portfolios, exhibitions, tests,

benchmark assessments and exams. Skill areas will include those within arithmetic, algebra, geometry, personal finance, and/or other mathematical subjects and will be aligned with the state content standards.

GOAL 3 - PROFICIENCY IN HISTORY-SOCIAL SCIENCE

Students will meet or exceed grade level state content standards K-8, the measures of which are set forth in Element C, below. Student's skills, measured by CST, performance, portfolio, project rubrics and teacher assessments, will include an understanding of civic, historical and geographical knowledge and how it relates to their roles as meaningful citizens in the national/global community by:

- ◆ Identifying relationships between past and present events, situations, diverse peoples, governments, finances and world politics.
- ◆ Drawing conclusions about the future using evidence from the past.
- ◆ Applying physical and cultural geography to his/her understanding of diverse societies.
- ◆ Identifying the founding principles, structures, operations, and relationships of the government of the United States.
- ◆ Identifying community and community relationships.

GOAL 4 - PROFICIENCY IN SCIENCE

Students will meet or exceed grade level content standards K-8. Students will utilize scientific research inquiry, communication, collaboration, creativity, innovation, critical thinking, the scientific method and problem solving, appropriate to grade level, to understand and apply the major concepts underlying various branches of science, including physics, chemistry, biology, astronomy, and earth sciences as measured by CST and teacher assessments including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams.

GOAL 5 – ACQUIRE 21ST CENTURY TECHNOLOGY SKILLS

The charter school will develop strategies to ensure every child's success as citizens in the 21st century. Through extensive computer lab time built into their weekly schedules, students will use a variety of tools to achieve mastery in core subjects, be critical thinkers (inquire), problem solvers, good communicators, good collaborators, information and technology literate, flexible and adaptable, innovative and creative, nationally/globally competent, and environmentally literate. Students will engage in teacher-directed activities integrated as a complement to core curriculum instruction and will also participate in independent projects and enrichment activities.

GOAL 6–STRONG SENSE OF CHARACTER

Students will demonstrate their ability to sufficiently understand and function in the world around them with knowledge of the following:

- ◆ Personal involvement/interaction in the local and greater community
- ◆ Personal consciousness to the environment
- ◆ Participation in the modern world and appreciation for the diversity of all people
- ◆ Willingness and ability to be a responsible citizen
- ◆ Have a strong sense of respect for self and others
- ◆ Learn empathy through regular peer meeting sessions
- ◆ Volunteerism at school and in the community at large

GOAL 7 - PHYSICAL EDUCATION

Students will be physically fit, nutritionally aware and develop healthy habits that will last a lifetime, making healthy and active lifestyle choices as guided by the California Physical Education and Health Frameworks. Students in grades 5 and 7 will complete the physical fitness assessment through the State of California in the spring of each year.

GOAL 8 – ACQUIRE LIFE SKILLS

Through core curriculum, classroom projects, community service-based projects, computer lab time and class discussions, students will become proficient in the following:

- Having a knowledge of and the ability to discuss ongoing current events(both local and global)
- Obtain competent use of word processing, databases and navigation of computer programs
- Put into practice effective, efficient study habits

C. Methods of Measuring Student Outcomes

1. Student Assessment

To support academic goals of Chicago Park Community Charter School, students' performance will be measured through the following means:

Using a comprehensive assessment program, the school will assess student performance using a diverse array of appropriate, valid, and reliable assessment tools. In general, all students served will be expected to achieve grade level mastery as identified by the CST benchmark standards, and District benchmark standards. The School will use multiple measures of formative and summative assessment strategies to evaluate student performance based upon the guidelines stated above and to modify and improve curriculum and instructional practices to insure that each student achieves mastery of the content standards and skills identified in the 21st Century Skills Framework.

In order to have a complete picture of a student's growth, multiple measures must be used. These should focus on a student's growth toward proficiency standard rather than comparing a student's performance against other students. There should be a close relationship between a desired student outcome and the means used to assess it. Assessing what students do with knowledge is as important as assessing what knowledge they have. Assessment should promote and support reflection and self-evaluation on the part of students, staff and parents. Assessments should support continued academic improvement by individual students and continued instructional improvement. Multiple Measures may include:

- Collection of student work for portfolio
- Summaries of completed work
- Demonstration of student skills (oral reading, presentations, performance etc.)
- Projects and project rubrics
- Observation by teacher
- Cognitive and achievement testing for Gifted and Talented students(grades 3-7)
- Required annual and triennial evaluations for students in Special Education programs
- Textbook or teacher-prepared assessments

Specific grade and skill level standards will incorporate those included in the California State Board of Education's content and performance standards. In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress in each core area and in the acquisition of 21st Century Skills.

2. Staff Development

Staff in CPCCS will undergo intensive training in the 21st Century Skills as identified by the 21st Century Partnership. New staff will undergo special training each summer in addition to trainings throughout the school year. An essential component of the ongoing development and culture of continuous learning is the "Peer Coaching" model at staff meetings where a project and problems are shared and suggestions for refinement are offered by the staff prior to being used with students. The Peer Coaching approach will be applied as a vehicle for assisting staff and students in matching work against the state standards. CPCCS staff development time will be used to improve instruction, student learning, collaboration, critical thinking/problem solving, creativity, communication, classroom management, school wide culture, media literacy and technology use for all students.

3. Use and Reporting of Data

Student progress assessment will be available to students and parents through conferences, and will be reported and stored through electronic programs for ease of immediate and longitudinal retrieval and may include:

- Report cards
- Learning records
- Portfolios
- Home Access (web based)
- Electronic communication (web based)

D. The Governance Structure of the Charter School

The Chicago Park Community Charter School shall operate as a dependent, indirect (local) funded charter school under the jurisdiction and control of CPSD. CPCCS will purchase all educational support and other services from the CPSD including, but not limited to: Teaching staff, Special Education services, Business services, Curriculum & Instruction services, and Human Resources services. CPCCS and CPSD will execute a Memorandum of Understanding (MOU) establishing and governing the payment of fees for the services provided by CPSD. CPCCS will follow the oversight, review and evaluation policies and procedures as established by school and District policies, which will be initiated by district staff and managed collaboratively between the school and district staff. Ultimate control over CPCCS shall be vested in the Governing Board of the Chicago Park Elementary School District and/or its designee. The CPSD Governing Board or its designee retains the right and authority to review, approve, revise, modify, amend or revoke any action, decision or recommendation of the Charter School Advisory Board.

1. District Board of Trustees

The Chicago Park Elementary School District Governing Board of Trustees, as the governing body of the Charter School, shall comply with all conflict of interest statutes governing public schools and nondiscrimination procedures in accordance with Board Policy 0410. The CPSD Board is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the Charter itself. As a part of this responsibility, the board will review a yearly performance report of CPCCS, including assessment of the school's educational performance and its administrative and financial fitness. The Board of Trustees will establish and approve all major educational and operational policies. The Board will be responsible for, among other things, the following:

- The general policies of the Charter School
- Approving and monitoring of the Charter School's annual budget
- Receipt of funds for the operation of the Charter School in accordance with the Charter School laws
- Solicitation and receipt of grants and donations consistent with the mission of the Charter School
- Approving the school's personnel policies and monitoring their implementation, including all hiring, dismissal and disciplinary procedures
- Ensure all provisions of Charter School Legislation will be adhered to and that the California Department of Education directives regarding Charter Schools will be followed
- Request waivers under the Education Code
- Monitoring audit trail process
- Provision of legal services and compliance with state and federal laws
- Provision of insurance
- All other responsibilities provided for in the Education Code, other statutes or regulations, or this charter necessary to ensure the proper operation of the Charter School

The Board of Trustees may designate the current Superintendent/Principal of the Chicago Park Elementary School District to serve as administrator of the Charter School to implement the policies of the Charter School as outlined herein and to work with the teachers to oversee the day-to-day activities of the Charter School. The CPSD Board will set policy, approve budget, and assure that the school maintains high academic standards. The CPSD Board of Trustees, in consultation with the CPSD Superintendent/Principal and the Charter Advisory Committee/Site Council, will also be responsible for the following activities:

- Developing the annual goals for the school and long range plans with input from the CPSD Superintendent/Principal, teachers and parents
- Receiving reports from, and providing recommendations to, the CPSD Superintendent/Principal and staff
- Assessing CPCCS goals, objectives, academic achievements/student progress, financial status, and any need for redirection

2. Charter School Site Council

The Charter School Advisory Committee will coordinate with the Chicago Park School Site Council to allow for full and complete coordination and articulation. The Site Council/Charter Advisory Committee will consist of three district, interdistrict or community members; three charter school parents; and three District staff members including the Principal, a certificated teacher and a classified employee. This group will make all recommendations for additions, deletions or modifications to this charter based upon a majority vote. The Superintendent/Principal will review all recommendations and make a final decision. If the recommendation regards school policy or significant financial impact on the District as determined by the Superintendent/Principal, the recommendation will go to the School Board for ultimate approval. It may also be taken to the Board by the Site Council/Charter Committee for appeal if the recommendation is denied by the Superintendent/Principal. It will also be the responsibility of this group to evaluate the Charter School program to determine the effectiveness and to provide continual direction for the improvement of the program. Prior to implementation of any amendment to the Charter Petition, the Chicago Park Elementary School District Board of Trustees must ratify the amendment in accordance with the Charter Schools Act of 1992.

3. Parent Participation

Once a child is admitted to the Charter School, his or her family is encouraged to become actively involved in the school, including classroom volunteering, and participation in the Parents Teacher Association (PTA) and/or the Charter Advisory Committee/ School Site Council. Families are encouraged to give up to 20 hours of volunteer time per year. The school is responsible for the screening of volunteers for the protection of our students, including clearance of criminal background screenings. Registered sex offenders under Penal Code Section 290 may not serve as volunteers on campus or anywhere or at anytime where students are present. All volunteers are subject to the requirements of school policy including a current TB test on file with the District office.

4. Special Education Governance

The Chicago Park Community Charter School pledges to work in cooperation to ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services. CPCCS intends to function as a public school for the purposes of providing special education and related service pursuant to Education Code Section 47641(b). CPCCS shall annually, and in good faith, review and/or negotiate and enter into a written agreement, via a memorandum of understanding or annual operational agreement, to clearly specify the desired mix of special education funding and services to be provided and to detail the specific terms of such services and funding. It shall remain an arm of the district for special education purposes as required by Education Code Section 4674 1(b), and shall continue to receive funding and services pursuant to the terms of this section and the annual agreement.

E. Employee Qualifications

Each certificated Chicago Park School District employee will meet the state-licensing requirement for the position that she/he holds. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the CPSD Board and the CPSD Superintendent.

1. Teachers/Certificated

The Chicago Park Community Charter School will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will be NCLB compliant, hold a CLAD or SDAIE certificate, and may teach the “core” academic classes of mathematics, language arts, science, history /social studies. These teachers will be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the school’s operation policies. Teachers working with English language learners must possess a Bilingual Cross-cultural Language Acquisition Development certificate (B-CLAD) or equivalent.

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), as of July 1, 2006, all CPCCS teachers teaching core subjects will be “highly qualified” as that term is defined under NCLB and further defined by California state regulations implementing the NCLB requirements. In addition to appropriate NCLB qualifications, the key qualifications of CPCCS teachers include:

- The requisite teaching credential and demonstrated expertise within the content area and grade-level taught
- In-depth knowledge of and successful application of current teaching/learning theory to improve the success of children
- Ability to plan instructional units using developmentally appropriate instructional materials and strategies
- Ability to collaboratively plan instructional units with other teachers and specialists
- Willingness to work with parent, student, and community groups
- Belief in and have worked to implement an educational philosophy that supports success for all students
- Enthusiasm for teaching and continued professional growth and development
- Belief in and have worked to implement an educational philosophy that supports 21st Century core skills and success for all students
- In-depth knowledge and experience in technology integration and technology tools

Teachers teaching within the Charter School will be subject to the Chicago Park Elementary School District policies and the terms of the Chicago Park Elementary School District Certificated Contract Bargaining Agreement with the Chicago Park Teachers Association (CTA) with the exception of teacher(s) employed to serve in the Independent Study Home School program.

2. Non-Certificated

The Chicago Park Community Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the ability to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core activities. Classified employees will possess the necessary qualifications and experience identified by job descriptions and No Child Left Behind (NCLB) and be subject to all applicable District policies and District personnel practices.

Instructional Aides/Paraprofessional

The key qualifications of instructional aides and paraprofessionals include a High School Diploma or equivalent, AA degree or 48 units, ability to read, write and speak English. The paraprofessional must have the ability to perform the following functions:

- Assist students in reading, spelling, mathematics, and other content areas
- Perform a variety of routine clerical and recordkeeping activities
- Observe activities of children on the playground or in the cafeteria
- Prepare materials used in the classroom
- Explain lessons and activities in English and/or Spanish or other native language, depending on placement
- Qualifications suitable for other specialized duties required by placement

3. Administrative and Support Staff

The school will seek administrative and operational staff that has demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the schools as outlined in the District's adopted personnel policies.

4. General Requirements, Hiring and Performance Review

All employees of the Chicago Park Community Charter School will be able to demonstrate an understanding and ability to effectively perform services that contribute to the primary goals of the school. Employees will be able to operate within all learning programs and be willing to expand professionally. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. CPCCS will adhere to California laws including fingerprinting, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. CPCCS will comply with the provisions of the No Child Left Behind (NCLB) Act as they apply to certificated personnel and paraprofessionals in charter schools. Prior to employment, each employee must furnish tuberculosis (TB) testing results, as well as documents establishing legal employment status. The CPSD Superintendent and/or administrative

designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

The CPSD Superintendent/Principal will have the authority to create formal job descriptions for each position, recruit and interview candidates. The CPSD Board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The CPSD Superintendent/Principal will have the responsibility of evaluating the performance of the teaching and administrative staff according to CPSD policies and standards. The CPSD Board of Trustees will conduct the performance review of the Superintendent/Principal.

F. Health and Safety Procedures

Health and Safety issues will be dealt with in accordance with CPSD Board Policies. These policies will be incorporated as appropriate into the student handbook and reviewed on a regular basis. All procedures to ensure the health and safety of pupils and staff will be the same as those currently being used by the Chicago Park Elementary School District. These policies at a minimum include:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students.
- Policies and procedures for school wide training to respond to natural disasters and emergencies, including fires and earthquakes (Disaster Plan).
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received Fire Marshal approval.
- Policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. The school will comply with the provisions of the California Education Code, Section 44237.

G. Means of Achieving Racial and Ethnic Balance

CPCCS will maintain a racial and ethnic balance among its pupils that is reflective of the general population within the territorial jurisdiction of the District through an open enrollment policy, community outreach, and advertising. CPCCS will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflection of the Chicago Park Elementary School District community:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district
- A random selection process will be used each school year and a ranked waiting list created to fill openings as they occur

H. Admission Requirements

Chicago Park Community Charter School will actively recruit a diverse student population. Students who understand and value the school's mission and are committed to the school's instructional and educational philosophy will be encouraged to apply.

Admission to CPCCS classroom/site-based program shall be open to any resident of California that is of legal age to attend public school (e.g., old enough to join kindergarten). Pupils will be considered for admission without regard to race, ethnicity, national origin, gender or disability. The charter school will strive through recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the Chicago Park Community.

The Chicago Park Community Charter School will actively recruit from Placer, Nevada, Yuba, and Sierra counties, K-8th grade students who are interested in attending its Independent Study Home School Program.

Chicago Park Community Charter School has no requirement for admission and is committed to admitting any child that wishes to apply based on available space. We do, however, have a Family-School Agreement which all parents will be asked to sign and orientation meetings which parents will be asked to attend. A family cannot be turned away for refusing to sign this agreement or based on their inability to attend an orientation; however, we will encourage family members to meet these objectives and work with them to develop viable options to demonstrate their commitment to the school's program. In no instance will a student be refused admission nor subjected to any form of discipline for failure of a parent to sign the family school agreement.

Application and Enrollment Process

Both the Classroom/Site-Based program and the Independent Study Home School Program of Chicago Park Community Charter School will use an appropriate application form for enrollment. Included with the application form will be an information sheet detailing the educational philosophy and discipline policy of the Chicago Park Community Charter School. Parents/legal guardians must sign the application form and will be encouraged to sign the information sheet signifying that they agree to sign a binding contract to abide by those policies should their child be admitted to the school.

Timeline for Application Submission

Applications for admission will be made available in December of the previous year and will be due by the second Friday in March, annually. (These timelines may occur later in the first year of operation.) The school will hold a parent information meeting between January and March so that parents can learn more about the school before they apply for their children's admission. Applications will be accepted for the both the Classroom-based and Independent Home Study Program throughout the school year should there be space to accommodate the student.

The Lottery and Priority Applications

Students to the K-8 Classroom/Site-based school are admitted based upon the numeric priority scale listed below.

1. Siblings of students currently enrolled in the District.
2. Children of staff/personnel who work in the Chicago Park Elementary School District.
3. Students whose parent's place of employment is within the School District boundaries
4. Students whose day care is within the District boundaries
5. All others

If the number of applications for admission in any grade exceeds the capacity of the school for that grade (no teacher shall have a homeroom that exceeds 30 students), once the priority students are admitted, the spaces in that grade will be filled by lottery. The lottery drawing will be held in a public forum. Students not selected through the lottery process will be placed on a waiting list. If an opening should become available, those on the top of the waiting list (determined by lottery) will be given first choice to attend CPCCS.

After the lottery, families will receive their official enrollment forms and will be informed of the enrollment process detailed above. If the number of applications to a grade does not exceed the number of spaces available in that grade, there will be no lottery for that grade, and all students for that grade who submitted qualified applications will be enrolled. In future years, provided that space is available, currently enrolled Charter School students will not participate in the random drawing, as they are automatically reserved a space for the following year.

Family School Agreement

This agreement has two main components: 1) agreement to abide by the academic and behavioral rules of the school. Parents/legal guardians will be asked to sign a family school agreement stating that they understand the academic and behavior policies of Chicago Park Elementary School District and will support those policies at home and will work to ensure that their children abide by the rules of the school. 2) An agreement to become involved in their child's educational process with an encouragement to donate time and/or services to support your child's education.

Placement Testing

Upon enrollment, Chicago Park Community Charter School may hold a grade-level, knowledge-based examination in selected core subject areas, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. These instruments aid in the development of individualized learning plans for children. Students who are working below grade level or simply need a little extra help will be asked to attend a voluntary after-school program designed to remediate any deficiencies.

The Independent Study Home School Program

The school will establish an annual recruiting and admissions cycle which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for parents and students (3) an admissions application period (4) an admissions lottery if necessary and (5) enrollment. The school may fill openings available after this process using either a waiting list or other non-discriminatory processes. The School District has the authority to cap independent study enrollment at 30 students if it chooses to do so. Independent study teacher caseloads will not exceed 42 students (based on meeting with each student once every two weeks for one hour). Prospective students and their parents or guardians are briefed regarding the school's instructional and operational philosophy and are informed of the school's student related policies at an optional intake orientation. Other than county of residence, and the absence of an active expulsion order, there are no other admission criteria. Students and parents are strongly urged to carefully consider the nature of the program, including attendance and curriculum requirements prior to applying. All Home Study students are eligible to participate in selected on-campus academic programs such as GATE, science and math related hands-on projects, character development and school wide assemblies, as well as District sponsored extracurricular activities and athletics at the appropriate grade level (based on availability).

I. Annual Independent Financial Audits

All Schools will be audited by the CPSD auditor. The auditor will have experience with audits of educational entities, preferably also with charter schools. The scope of the audit will verify the accuracy of the school's financial statements, attendance and enrollment accountings practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting

principles applicable to charter schools. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by December 15th of each year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the Chicago Park Elementary School District, the state Controller, the County Superintendent of Schools, and the California Department of Education. The annual financial audit shall be presented to the Chicago Park Elementary School District Board of Trustees. The school agrees to the following and complies with any recommendations in practices or procedures necessary to remedy any noted audit exceptions or deficiencies.

Program Audit

The Chicago Park Elementary School District will include performance data of its charter students in its annual School Accountability Report Card (SARC) which will be available in hard copy in the school office as well as available on the District website.

Business Services

Chicago Park Elementary School District will provide all the business needs of the Charter School. CPCCS will be a locally funded charter school and anticipates keeping its funds located at the Nevada County Treasurer's Office within the Chicago Park designated fund for Chicago Park Community Charter School. CPCCS will conduct its financial operations through the established procedures required by Nevada County and State of California. Expenditures will be approved by the District administration. The Chicago Park Elementary School District business office will be responsible for purchasing, payroll, insurance, contracts, audits and all other fiscal matters. The Chicago Park Elementary School District Governing Board shall remain solely responsible for ratification and approval of all contracts, long-term obligations, and employment decisions. Any contracts made in violation of this section shall be null and void, unless subsequently approved and ratified by the Chicago School District Board.

Insurance Coverage

The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect CPSD from claims, which may arise from its operations. The following insurance policies are required:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect CPCCS from claims under Workers' Compensation Acts, which may arise from its operations.
- Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the Chicago Park Elementary School District.
- Fidelity Bond coverage shall be maintained by CPSD to cover all District employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

CPSD reserves the right to secure additional insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above.

J. Pupil Suspension/Expulsion Procedures

The school shall comply with and follow the rules and procedures for suspension and expulsion of Charter School pupils as outlined in the Education Code (Education Code Sections 48900 et seq.) and any/all applicable Board Policies of the School District for non-Charter School students. Charter students may be exited from the Charter School for persistent non-compliance with the terms of the written agreement, or any material violations of the conditions, standards or procedures set forth in the Charter Petition, the student handbook or the district policies or procedures relating to discipline or academic progress. (Failure of the parent to sign the written agreement does not exclude the student and family from adherence to the agreement.) Students who fail to demonstrate adequate and appropriate progress toward student standards as determined by the administration or a Student Study Team, may also be exited from the District School. False or misleading information on the enrollment form or any other form may result in revocation of eligibility to attend CPCCS for those residing outside of the District boundaries.

K. Employees Rights

All employees of the Chicago Park Community Charter School who qualify for membership in the California State Teachers' Retirement System or the Public Employees' Retirement System shall be covered in the same manner as employees of the Chicago Park School District. Employees will contribute at the rate established by STRS and PERS. All employees who are not members of STRS or PERS must contribute to the federal social security system. The CPCCS through the District business office will make all employer contributions as required by STRS, PERS, Social Security, Workers compensation, insurance, unemployment insurance and any other payroll obligations of an employer.

L. School Attendance Alternatives

No student is required to attend the Chicago Park Community Charter School. All students who reside in the Chicago Park Elementary School District and who do not wish to attend the Chicago Park Community Charter School may apply for an interdistrict transfer to another school outside the District, in accordance with existing transfer policies of their district or county of residence.

M. School District Employee Rights

The School District shall be considered the employer for all employees working in the Classroom Site-based program of the charter school. As such, any School District Employee who works in the classroom site-based program of the Chicago Park Community Charter School will enjoy rights of return pursuant to the policies of the School District. However, the Chicago Park Community Charter School shall be considered the employer for all employees working in the Independent Study Home School program of the Charter School. As such, any District employee who chooses to leave employment of the District to work in the CPCCS Independent Study Home School program will have no automatic rights of return to the District. Employees of the CPCCS Independent Study Home School program are

not employees of the District and have no claim to any right or benefit from the District based on his/her employment by the CPCCS. The District may not require any employee of the School District to be employed by a charter school (Education Code 47605(e)).

N. Dispute Resolution Procedures

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies in an informal and collaborative process, (2) minimize the oversight burden on CPSD, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments: The Chicago Park Community Charter School agrees to attempt to resolve all disputes pursuant to the terms of this section. Both sides shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising From Within a School: Disputes arising from within a school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations of the school, shall be resolved by the Charter School Principal and the CPSD Board designee pursuant to the established policies and procedures developed by the CPSD Board.

Disputes Between the District and the Charter School: In the event that the Charter School and the district have disputes regarding the terms of this charter or any other issue regarding the Charter School, both parties agree to follow the process outlined below. In the event of a dispute between the School District and the Charter, the Charter Advisory Committee and the Superintendent/Principal along with two Board members agree to first frame the issue in written format. If the issue relates to a dispute that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

If the dispute is unresolved after a three day period, a third party mediator from the Mediation and Conciliation Services may be called in to assist in the resolution of the dispute. The format of the mediation session shall be developed jointly. The findings or recommendations of the mediator shall be non-binding, unless the parties jointly agree to bind themselves. If the parties do not come to resolution of the dispute following the mediation within five calendar days, the parties agree to refer the issue to the Chicago Park Elementary School Governing Board for final resolution. This dispute resolution procedure shall not be used to challenge any action by the Governing Board that is authorized by the Charter Schools Act (e.g., revocation or non renewal).

Oversight, Reporting, Revocation, and Renewal The Chicago Park School District Board may inspect or observe any part of the Charter School at any time, but shall provide reasonable notice to the Charter School Principal, if applicable, prior to any observation or inspection. If the Board of the Chicago Park School District believes it has cause to revoke this charter, the board agrees to notify the Charter School in writing, noting the specific reasonable time to respond to the notice and take corrective action. CPCCS understands and accepts that the Board of CPSD may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that CPSD has given CPCCS prior notice of any grounds for revocation and reasonable opportunity to cure such violation.

The Board of the Chicago Park School District agrees to receive and review the annual fiscal and programmatic audit and the data provided in the annual District-wide SARC. Within two months of the receipt of this review, the district must notify the Charter School as to whether it considers the Charter School to be making satisfactory progress relative to the goals specified in the charter. This annual notification will include the specific reasons for the District's conclusions.

A charter may be revoked by the School District if the School District finds that the Charter School did any of the following:

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

O. Labor Relations

For the purposes of the Educational Employment Relations Act, Chicago Park Elementary School District will be considered the exclusive public school employer.

P. Process for Charter School Closure

In the event that the Charter School closes, the assets and liabilities of the school will be disposed of by the Chicago Park Elementary School District Board of Trustees. The Chicago Park Elementary School District Board Members will attend to enumerating and disposing of the assets and liabilities and shall ensure that final audit of the school's assets and liabilities is performed. Any assets remaining upon closure will first be used to satisfy the Charter School's outstanding liabilities and any remaining assets may then be distributed to Chicago Park Elementary School District.

Upon matriculation, at the end of each school semester or term, and upon graduation, parents or guardians of students will be provided with a printed or electronic transcript of their students' academic progress at the school, along with other relevant information. Thus, in the event of school closure, parents and students will possess an independent copy of potentially necessary pupil records. School records shall be maintained in the same manner for the same length of time as for district students, and then disposed of or destroyed in a fashion that will ensure confidentiality of the records.

Q. Miscellaneous Provisions and Optional Clauses

1. Term of Charter Petition

A charter may be granted pursuant to Sections 47605... for a period not to exceed five years. A charter granted by a school district governing board... may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time. - California Education Code Section 47607(a)(1)(5)

The term of the Charter shall be July 1, 2011 through June 30, 2016. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

2. Revisions

Material revisions of the provisions contained in this Charter may be made in writing by the Chicago Park Elementary School Board of Trustees upon the recommendation of the Charter Advisory Board. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided however that the Charter School shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

3. Severability:

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect. The District and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

4. Memorandum of Understanding (MOU) with Chicago Park Elementary School District:

The Chicago Park School District and the Chicago Park Community Charter School shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the district and the Charter School. The MOU shall include, but not be limited to the following:

Services to be purchased by the Charter School from the district; and the fee schedule for such services; transportation and food services to be provided by the district, if any; special education services and funding formulas, hold harmless indemnification, if required by the district, cash advances to handle cash flow issues, if necessary; Charter School's receipt of mandated cost reimbursement; fiscal reporting requirements to the state, either independently or through the district; conditions under which the Charter School can be terminated, and school district support for the Charter School in seeking additional funding.

The Charter School may procure administrative and instructional services from the district, including site budgeting, instructional programs, development, custodial and maintenance services, and food services accounting, payroll and purchasing services and personnel support. Specific terms of most of these services should be covered in the MOU. The District will also be expected to provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

This MOU also will list the financial and budgetary relationship between the Charter School and the Chicago Park Elementary School District (i.e.: the monthly timing of the Chicago Park Elementary School District transferring to the Charter School its per-ADA share of local property taxes).

The Charter School reserves the rights to purchase additional administrative and other goods or services from any third party as needed.

APPENDIX A: ASSURANCES

As the authorized lead petitioner, I, Dan Zeisler, hereby certify that the information submitted in this charter petition for Chicago Park Community Charter School, a school in good standing with the County of Nevada and the State of California is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if these revisions are approved and the CPSD sponsors the CPCCS, the school will:

- Meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or students assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Contract with the Chicago Park Elementary School District, who will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of division 4 of Title 4 of Title 1 of the Government Code.2 [Ref. California Education Code §47605(b)(5)(O)]
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics.
- Adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 that are applicable to it.
- Meet all requirements for employment set forth in applicable provisions of the law, including, but not limited to credential, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required

to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(1)]

- At all times maintain all necessary and appropriate insurance coverage.
- Follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- If a pupil leaves the Chicago Park Community Charter School without graduating or completing the school year for any reason, Chicago Park Community Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code 47605(d)(3)]
- Follow any and all other federal, state and local laws and regulations that apply to the Chicago Park Community Charter School.
- Maintain accurate and contemporaneous written and/or digital records that document all pupils' attendance and make these records available for audit and inspection.
- Comply with any jurisdictional limitations to the locations of its facilities.
- Comply with all laws establishing the minimum and maximum age for public school enrollment
- Comply with all applicable portions of the No Child Left Behind Act and if applicable Race to the Top (RTTT).
- Chicago Park Community Charter School Site Council shall comply with the Brown Act and the Public Records Act.
- Comply with the Family Educational Rights and Privacy Act (FERPA).
- Meet or exceed the legally required minimum of school days.
- The CPCCS shall hold harmless, defend and indemnify the Chicago Park Elementary School District, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by the School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the School, its officers, employees or agents. In cases of such liabilities, claims or demands, the CPCCS at its own expense and risk shall defend all legal proceedings which may be brought against the District, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

Authorized District Representative's Signature

Date

Authorized Charter School Representative's Signature

Date

APPENDIX B: Agreement Between Student, Parent and Teacher

Chicago Park Community Charter School Student—Parent—School Agreement

The Chicago Park Elementary School District is committed to an instructional program consisting of high academic standards that are designed to prepare students for the 21st Century and to be among the nation's best. It is recognized that the successful delivery of curriculum is dependent upon maintaining safe school environments and classrooms conducive to learning, which can only be achieved through the total cooperation of the student and a positive, supportive relationship between the home and the school. The purpose of this Agreement is to establish such a relationship.

Student Responsibilities:

1. Protect the rights of others to study and learn
2. Work to their full potential
3. Be on time for all classes
4. Follow school and classroom rules
5. Volunteer information and cooperate with school staff in disciplinary cases
6. Complete all in-class and homework assignments and meet deadlines
7. Respect public property and carefully use and return all materials and equipment
8. Come to class with necessary books and materials
9. See that school correspondence to parents/guardians reaches home

Parent/Guardian Responsibilities:

1. Demonstrate positive interest, involvement and support of the education process of the District

2. Follow appropriate communication procedures and deal directly with the school and staff member involved in a respectful and courteous manner when expressing a concern over a class action, school action, program or policy
3. Provide supervision and a learning environment for the completion of homework assignments
4. Monitor and review all student assignments and classroom progress
5. Ensure that students are prepared and appropriately dressed for school
6. Cooperate with the school in resolving student academic or behavioral issues

School Responsibilities:

1. Provide an educational environment that is safe, orderly and challenging
2. Make meaningful assignments designed to further the educational goals of the program
4. Recognize learning variability by utilizing a variety of teaching strategies
5. Utilize educational technology as a means to enrich and further the curriculum
6. Recognize the key role parents play in the educational process. Maintain appropriate communication to include parents as partners in their child’s education and behavior.
7. Respond in a timely manner to parent concerns and requests for information
8. Recognize and respect the values represented in the home of the student

Student (Signature)	Student (Printed Name)	Date

Parent (Signature)	Parent (Printed Name)	Date

Teacher (Signature)	Teacher (Printed Name)	Date

Chicago Park Elementary School District

Student—Parent—School Agreement