Butte County Office of Education
Charter Assurances

As part of the charter school petition, we agree to the following:

- ☑ 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 Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code.[3] *[Ref. CA Ed Code Section 47605 (b)(5)(O)]*
- ☑ Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. CA Ed Code Section 47605(d)(1)]*
- ☑ Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. *[Ref. CA Ed Code Section 47605(d)(1)]*
- ☑ Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations. *[Ref. CA Ed Code Section 47605(d)(2)(B)]*
- ☑ Will be open to all students, on a space available basis, and shall not discriminate on the basis of the fact or perception of a person's race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, academic achievement or any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. *[Ref. CA Ed Code Section 47605(d)(1)]*
- ☑ Will not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, color, creed, age, sex, religion, national origin, disability, sexual orientation, marital status, or any other protected classification, in accordance with applicable law, and will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
- ☑ Teachers in charter schools shall be required to 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. *[Ref. CA Ed Code Section 47605.6(l)]*
- ☑ 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 report cards or a transcript of grades, and health information.
- ☑ Will at all times maintain all necessary and appropriate insurance coverage.
- ☑ Will be subject to conflict of interest and other laws pertaining to public officials.
- ☑ Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

☐ Mary Lee _____ 3-15-19

Signature of Petitioner/School Name — Date

AMENDMENT TO OPERATIONAL MEMORANDUM OF UNDERSTANDING BETWEEN
THE BUTTE COUNTY OFFICE OF EDUCATION AND
CORE BUTTE CHARTER SCHOOL

The Butte County Office of Education ("BCOE") and CORE Butte Charter School ("Charter School") (collectively "Parties") enter into this agreement ("Amendment") to amend the Parties' operational memorandum of understanding dated July 1, 2019 ("Agreement"), on the following terms and conditions:

WHEREAS, the Butte County Board of Education approved CORE Butte Charter School's charter petition ("Charter") on March 11, 2019 for a term of five (5) years from July 1, 2019 to June 30, 2024;

WHEREAS, Senate Bill ("SB") and Assembly Bill ("AB) 130 approved by the Governor on July 9, 2021, added Education Code section 47607.4, which extended charter terms by two (2) years;

WHEREAS, Senate Bill ("SB") 114 approved by the Governor on July 10, 2023, amended Education Code section 47607.4, which provides:

> *Notwithstanding the renewal process and criteria established in Sections 47605.9, 47607, and 47607.2 or any other law, effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and* ***all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year****.*

WHEREAS, pursuant to SB114 and Education Code section 47607.4, CORE Butte Charter School's petition shall be extended for one additional year, to June 30, 2027; and

WHEREAS, the Agreement currently expires on June 30, 2026;

THEREFORE, the Parties agree as follows:

1. The above recitals are true and correct.
2. The current expiration date of the Agreement shall be extended to June 30, 2027.
3. All other terms of the Agreement shall remain in full force and effect.

BUTTE COUNTY OFFICE OF EDUCATION

Mary Sakuma
Butte County Superintendent of Schools

Date: 10/4/2023

CORE BUTTE CHARTER SCHOOL

Mary Lago
Executive Director

Date: 9/13/23

AMENDMENT TO OPERATIONAL MEMORANDUM OF UNDERSTANDING BETWEEN
THE BUTTE COUNTY OFFICE OF EDUCATION AND
CORE BUTTE CHARTER SCHOOL

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WHEREAS, the Butte County Board of Education approved CORE Butte Charter School's charter petition ("Charter") on March 11, 2019 for a term of five (5) years from July 1, 2019 to June 30, 2024;

WHEREAS, Senate Bill ("SB") and Assembly Bill ("AB") 130, approved by the Governor on July 9, 2021, added Education Code section 47607.4, which provides:

> *Notwithstanding the renewal process and criteria established in Sections 47605.9, 47607, and 47607.2 or any other law, effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years.*

WHEREAS, pursuant to SB/AB 130 and Education Code section 47607.4, CORE Butte Charter School's petition shall be extended for two years, to June 30, 2026; and

WHEREAS, the Agreement currently expires on June 30, 2024;

THEREFORE, the Parties agree as follows:

1. The above recitals are true and correct.

2. The current expiration date of the Agreement shall be extended to June 30, 2026.

3. All other terms of the Agreement shall remain in full force and effect.

BUTTE COUNTY OFFICE OF EDUCATION

Mary Sakuma
Butte County Superintendent of Schools

Date: 9/1/2021

CORE BUTTE CHARTER SCHOOL

Mary Cx
Principal

Date: 08-24-2021



Community Options for Resources in Education

CORE Butte Charter School

A California Public Charter School

California Gold Ribbon School

Charter Petition Term: July 1, 2019 through June 30, 2024

AB-130 Two year term extended through June 30, 2026

Petition Revised to a Countywide Benefit Charter January 2018

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The following affirmations are embedded in the charter petition:

The charter school shall admit all pupils who wish to attend the charter school who reside in Butte County or adjacent counties. In the event of a drawing, pursuant to Education Code Section 47605.6(e), the County Board 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.

The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability or any other characteristic described in Education Code Section 220. In addition, admission shall not be determined according to the student's or parent's/guardian's place of residence, except for the requirement in Education Code Section 51747.3 that students reside in Butte County and its contiguous counties and except as provided in Education Code Section 47605.6(e)(2) (in the case of a public random drawing if there are more applicants than capacity).

When the number of students who wish to attend exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference will be extended to students currently attending the charter school and students who reside in the county except as provided for in Education Code Section 47614.5, and students who fulfill any other criteria permitted by the authorizing board if consistent with law.

I. HISTORY AND JUSTIFICATION OF COUNTYWIDE BENEFIT CHARTER

Governing Law

A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1)

A county board of education may grant a charter for the operation of a school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b)

The founding group of Community Options for Resources in Education(CORE)/Butte Charter School (the Charter School) sought to replicate the charter program that has been developed and refined by the operators of the personalized learning program of CORE @ The Camptonville Academy (CORE@TCA). CORE@TCA has been in operation since 1998 and has an excellent reputation and successful track record in broad-based learning. The founding group sought to replicate this design; meeting, and in many cases surpassing, all state and federal regulations.

The replicated school was designated as a "High Quality" charter school for the purposes of the California Department of Education, successfully applying for a $180,000 start up grant to fund the development of the Charter School. The current charter is WASC accredited and has not had a material audit exception in its nine year history.

Functioning as an arm of CORE@TCA, (sponsored in the Yuba County district of Camptonville Elementary), learning centers were established in Butte County to serve students in Chico and Paradise. Due to legislation passed in 2002 (Assembly Bill 1994) non-classroom-based charter schools are restricted from having learning centers in an adjacent county, if the charter school does not have the majority of their enrollment in the county of the district that has sponsored them. The enrollment of Butte County students has surpassed the enrollment in Yuba County at this time. The law permitted the operation of our learning centers in Chico and Paradise until June, 2007. Rather than closing these centers, leaving students without the resources they have relied upon during the school's history, the founding group sought to open a charter school in Butte County.

On April 9, 2007, the Butte County Board of Education ("County") approved the CORE Butte charter on appeal from Golden Feather Union Elementary School District. CORE Butte has operated for ten (10) years under this authorization. CORE Butte serves

students throughout Butte County, with educational services as described herein provided to students at resource centers located in Paradise and Chico.

On November 16, 2016, the Third Appellate District Court issued an opinion in the *Anderson Union High School District v. Shasta Secondary Home School* matter, finding generally that a non-classroom based charter school is not permitted to locate a resource center outside the geographic boundaries of the authorizing school district but within the same county unless authorized by an exception in the law[1]. This decision altered the generally agreed upon interpretation of the Charter School's Act which had been in place for nearly fifteen (15) years and shared by the California Department of Education (CDE), many county offices of education, many school districts and charter schools throughout the state. As a result, to continue to protect the educational services upon which CORE Butte students rely, CORE Butte submits this charter as a countywide charter. The educational services provided to educationally benefit Charter School students throughout the county cannot be provided as well without resource centers strategically placed throughout the county where students reside. The *Anderson Union High School District* decision justifies the need for a countywide charter for CORE Butte students as the Charter School students cannot be served as well if CORE Butte were forced to operate facilities only within the boundaries of Golden Feather Union Elementary School District.

II. FOUNDING GROUP

The Original Founding Group:

The original founding group was comprised of parents, teachers and managers who had successfully run the original charter, CORE@TCA. This group consists of certificated administrators; highly qualified California certificated teachers, parents and students.

Founding Group: School Leadership Biographies
Utilizing the expertise of the Leadership Team and the input of the excellent teaching staff, CORE laid out a unique educational approach that was available to students attending the Charter School.

Leadership in Organization and Administration

Jan Jablecki, Executive Director of CORE@TCA, earned her Administrative School Leadership Certificate through California State University, Sacramento, and was an educator for over 20 years. Her roots in education began when she returned to school in order to become a California certificated teacher of her own children. She later became a

[1] For a charter school approved by the county board of education after appeal of a denial from a school district, the geographic limitation is the boundaries of the district denying the charter.

lead teacher in a Nevada County charter where she was instrumental in developing a Distance Learning curriculum. She became the director or CORE@TCA in 1998 when the school opened. Ms. Jablecki developed and directed the Leadership Team, driving the school to refine their programs through the research of best practices and strategic planning. She led the school through the WASC accreditation process and the subsequent 3-year review, which has resulted in continuous accreditation. She presented on personalized learning, Special Education, and leadership at numerous charter school conferences as well as in England at the Oxford Roundtable. (Appendix A/Resumes)

Sharon Chester, Administrative Assistant, was an experienced and professional support staff member whose background included the positions of Executive Secretary, Office Manager, Administrative Assistant to the Director in a private college, and School Secretary I for public schools. Since relocating to this area in 1998, Ms. Chester had been employed exclusively with schools, beginning as Personnel Services for a local district. She served as Administrative Assistant for CORE@TCA and was a valued member of the Leadership Team. The experience gained through working closely with upper management, community members, parents and students, allowed Ms. Chester to contribute by providing supervision and leadership to office personnel and service to the overall school through communication and involvement with many aspects of school function. (Appendix A)

Leadership in Curriculum, Instruction and Assessment

Jonelle Pena, Area Coordinator Educator for Butte County, was site administrator at the Chico Educational Resource Center and supervised the oversight of the Paradise Center. She was affiliated with CORE@TCA since its inception in 1998 and continued with CORE through her retirement in 2016. She received her BA from Stanford University in Communications and Journalism, and her single and multiple subject credentials from California State University, Chico. She i completedthe Administrative Credential through the AB75 program, funded in part by the Bill and Melinda Gates Foundation. She served the school as a teacher, as an administrative assistant, as a county coordinator, and as Executive Director providing leadership to the teaching staff and overseeing the day-to-day academic and enrichment classes at the center. (Appendix A)

Chris Mahurin, Area Coordinator Educator for Yuba and Sutter Counties, was an experienced teacher and a successful administrator in CORE@TCA since 2004. As a site administrator, he oversaw the day-to-day academic and enrichment classes at the Yuba County Center. He researched and refined many online and technologically delivered curricula for use in the school. Mr. Mahurin had also been involved in developing innovative curriculum for another Yuba County charter, aligning the construction activities of the students with the academic state standards. He was also instrumental in creating the Windsor Oaks Academy, a small and necessary continuation high school. He completed the Administrative Credential through the AB75 program, funded in part

by the Bill and Melinda Gates Foundation and is currently the Executive Director of CORE Charter School in Marysville, CA. (Appendix A)

Sandy Shea, Area Coordinator Educator for Placer and Nevada Counties, joined the leadership team at CORE@TCA as an administrator at the Colfax Educational Resource Center. She came to this team with a wealth of experience administrating and teaching in the area of special education. As a site administrator, Ms. Shea was responsible for directing the day-to-day activities at the center, which included enrichment and core classes, teacher/parent meetings and student activities and gatherings. Throughout her career, Ms. Shea had been actively involved in leading seminars on best teaching practices, creating curriculum to meet the needs of diverse learners, and designing a study skills curriculum to prepare high school students with learning disabilities for college. (Appendix A)

Dave Peterson, High School Counselor, had been a member of the CORE@TCA staff for 8 years as the school counselor and became a part of the leadership team in 2002. He had led the school in developing the High School counseling department which is responsible for advising students and parents towards high school graduation, post-high school career and college/university opportunities. Mr. Peterson advised and instructed teachers and staff in student data, accountability, curriculum, student scheduling and student issues, building and maintaining the student data software and ushering in new software. He was instrumental in the development of the high school catalog, providing content for our website, maintaining email communication with teachers, student and parents, and consistently writing informative, inspiring newsletter articles. Dave maintained a general attitude of service towards all involved in the education community. (Appendix A)

The Butte County teaching staff was comprised of eighteen certificated teachers who held credentials covering all core subject areas in compliance with the then in place Federal NCLB regulations. While the governing board did not require any employee to be employed in the new Charter School, all 18 teachers indicated their interest in employment with the Charter School. The 18-member teaching staff brought over 100 years of experience in the personalized learning method of education and several more years in traditional education to the new Charter School. The staff developed a variety of curricula options and assessments that assisted the teacher and parent in developing a personalized plan for each and every child in the Charter School.

Leadership in Finance, Facilities, and Business Management

Dr. David Guthrie, Financial Quality Review, assisted the Charter School to interface with the District finance office and business systems. He providee oversight for business processes and other compliance issues, promoting collaboration and accountability through policy development, business support services, accounting, budgeting, human resources, marketing, program evaluation, and assessment. Dr. Guthrie worked collaboratively with public and private agencies to design education programs that will

eliminate barriers to student success. He promoted alternative education programs, offering innovative approaches to learning while maintaining their distinctive character. He was instrumental in the process of strategic planning, developing the business plan, and providing services to the school for the charter renewal documents; review, and compliance. He also developed funding sources through public agencies and private foundation grants that supported Charter School education programs. (Appendix A)

Pat Horton, Business Manager, was a member of the CORE@TCA leadership team since August 2002. She provided the link between the day-to-day business operations and the budget planning with the financial oversight at the county level. Ms. Horton hasdbeen involved in office management for 20 years and brought experience form the California school system having worked for other districts and charter schools. She was responsible for all purchasing duties, bookkeeping, record keeping, management of students' budgets, and accounts payable through the county software system. (Appendix A)

The Current Administrative Leadership Group:

The school's current leadership group is comprised of parents, teachers and managers who are successfully involved in running CORE Butte Charter School. This group consists of certificated administrators; highly qualified California certificated teachers, parents and students.

Leadership in Organization and Administration

Mary Cox, Executive Director, earned her Administrative School Leadership Certificate through California State University, Chico, and has been an educator for over 16 years. Mary is a third generation educator and administrator. Her roots in education began when she would volunteer in classrooms from the time she was in sixth grade, successfully working in local Kindergarten classrooms through high school. Mary has wanted to be an educator from the beginning, graduating and earning a credential in just four years and graduating at the top of her class at California State University, Chico with a focus on Second Language Learner Education. After teaching both Kindergarten and First Grade for four years, Mary returned to the university to successfully earn her Reading Certificate, Reading Credential, and Master's Degree in Reading/ Language Arts Instruction while concurrently teaching Kindergarten and First Grade. During this time Mary took on a leadership role at the K-3 school, acting as a Literacy Coach, Title One/ Reading Intervention Teacher, and serving on the committee to increase literacy in the local English Learner community. Mary's master's thesis was on working with the parents of second language learners to increase "school based" English speaking knowledge so that each parent was better able to communicate with his/her child's teachers. In 2005 Mary began working at CORE@TCA as a Personalized Learning Teacher in Chico, Ca. Mary led the charge with implementing sound intervention and assessment programs, increasing parent training, and implementing sound educational practice at CORE. In 2007 Mary worked on the team to help develop the new charter and

in 2010 became CORE Butte's first ever Assistant Director and completed her Administrative Services Credential. Working with high school students became Mrs. Cox's passion and she began researching and making changes to the educational program for the high school students at CORE Butte. In 2013 Mary became the High School Director and opened the doors to a newly visioned, innovative high school program. Mary was instrumental in pushing educational change, including drastically increasing the access to a-g coursework, college level courses, and CTE pathways. Mrs. Cox has helped lead the educational change at CORE Butte. Mary currently directs the Leadership Team, driving the school to refine their programs through the research of best practices and strategic planning. She leads the school through the WASC accreditation process and the regular reviews, regularly resulting in being granted six-year accreditations with one review at three years. She is regularly invited to present on personalized learning, Career Technical Education Pathways, intervention, innovations in learning, and leadership at numerous charter school conferences as well as presenting at various non-charter conferences across the state.

Susan Smith, Administrative Assistant, joined the CORE community in 2008 as a parent and was later hired on staff in 2011. Mrs. Smith brings a wealth of knowledge and expertise to CORE. A key figure in management teams throughout her career, she is able to bring a business perspective to our educational environment. Her work as a corporate treasurer and later as a multi-business owner showcase her big picture logic and drive to succeed. Mrs. Smith works closely with the administration at CORE as well as with parents, students, staff, and the Board to ensure smooth school operations as well as regulatory compliance. She is instrumental in supporting the school.

Leadership in Curriculum, Instruction and Assessment

Linda Scherba, TK-8 School Director, is one of CORE's longest employees. She was hired in 1999 and has experienced all the name and charter changes since Sierra Summit, then One-to-One, and Camptonville Academy and now CORE Butte Charter School. She earned her Teaching Credential from CSU, Chico. She began as a Personalized Learning teacher and taught Home Study students for 14 years at CORE Butte. Mrs. Scherba's passion for inspiring students to learn was the prime motivator for her to research and analyze curriculum and online programs, which she embraced as the curriculum guru. She took part in designing the school's very first Curriculum Catalog. Attending many digital program trainings, Mrs. Scherba has championed new and exciting online opportunities for students. She was the go to online program expert for years.

Every year, for 10 years, Mrs. Scherba has led the charge for the school's Year Long Incentive Program. Each year the Incentive Program entertains a new focus rotating from math, typing, reading, Renaissance assessments, online supplemental supports and Common Core Coach workbooks.

At CORE she has taught Kindergarten, 5th grade science, California History, Cultural Travels, Digital Photography and Photoshop, Game Design, student teacher mentoring, 4-5 Honors, Age of Sail, and 9th grade World History.

In 2013, the program split into two Chico Centers. At that time, Mrs. Scherba stepped into the TK-8 School Director position, supervising a staff of 25. In the spirit of collaboration, Mrs. Scherba led teams of staff to develop a new RTI model and multi-tiered system of support in 2016, as well as worked to develop a more inclusive Junior High program, a Program of Kindness while standing up against bullying, and promoting an Advanced Honors curriculum awareness.

Over the years, Mrs. Scherba has led many trainings about curriculum, Howard Gardener's Multiple Intelligences, the Timi Test, and Basic Dyslexia to name a few. She has also fostered the growth of additional ongoing and the annual all-day Parent Trainings, Renaissance Training, and Situational Leadership.

Mrs. Scherba enjoys thinking outside the box and uses a creative mindset to tackle the impossible.

Matthew Harvey, High School Director
Matt joined the CORE Butte staff in 2014 after 5 years teaching math in a rural traditional school. He received a BS from CSU, Chico in Mathematics Education, as well as a single subject credential. He also holds a Preliminary Administrative Services Credential and is in the process of working toward his Clear Administrative Services Credential. Matt taught math for 2 years at CORE Butte and worked with other math teachers to refine and improve math instruction. He is an educator award recipient of the highly prestigious "Milken Educator Award" and has presented at various conferences around the country. In his current role as High School Director he oversees the students staff, and programs that serve students in grades 9 through 12.

Lori Gaines, Director of Special Programs, came to this team with a wealth of experience in leadership and teaching in the area of special education. Lori has been an educator 25 years. Her experience includes; Special Education Teacher, multiple subjects k-8 teacher, intervention specialist, Coordinator of Special Programs and currently is our Director of Special Programs, grades K-12. Ms. Gaines graduated from CSU, Chico in 1991 with her Liberal Studies degree and completed her teaching credential program the following year. She returned to Chico State to earn both her mild/moderate and moderate/severe Special Education credentials in 2009. Lori then returned to Chico State again to earn her Master's in Education with an emphasis in Special Education in 2017. Lori also possess her administrative credential.

Since first earning her teaching credential in 1991, Lori has taught every grade level k-8, including mild/moderate special education and moderate/severe education. Being a teacher leader throughout many of her teaching years led Lori to pursue her administrative credential and is currently serving as the Director of Special Programs in her first year at CORE. Currently, she has a special education staff of eight Ed Specialists and one school psychologist with a caseload of 126 students with special needs. Included in her position as Director of Special Programs, Lori also leads the ELD program and supports the intervention programs at CORE. She is trained in administering, scoring,

and reporting for the new ELPAC assessment and supports teachers with English Learners. As a part of CORE's intervention team, she also supports the development of multi-tiered systems of support. Lori also concurrently works for at California State University, Chico in the School of Education department, supervising student teachers in the concurrent program earning both their multiple subjects and special education credentials.

The Butte County teaching staff is comprised of 47 certificated teachers, and four certificated administrators who hold credentials covering all core subject areas in compliance with the state and federal regulations. Included in this staff of credentialed teachers are seven Education Specialists, a credentialed speech teacher, a school psychologist, a high school counselor, two Career Technical Education credentials, and three title one teachers. While the governing board shall not require any employee to be employed in the new Charter School, all 47 teachers have indicated their interest in employment with the Charter School. The teaching staff collectively brings hundreds of years of experience in the personalized learning method of education and several more years in traditional education to the Charter School. The staff has developed a variety of curricula options and assessments that assist the teacher and parent in developing a personalized plan for each and every child in the Charter School.

Leadership in Finance, Facilities, and Business Management

Jean Plunkett, Business Manager, started working for CORE@TCA in February of 2007. This is the first time she had worked for a school, but has almost 20 years of accounting experience. Most of her past work experience has been in the private sector in an Accounts Payable position. She was hired on as a part time Office Technician in which she worked with the Accounts Payable Technician and Registrar. Her position became permanent and she was promoted to a Business Technician for CORE Butte Charter School and later a Business Manager when CORE Butte separated from CORE@TCA. The position works closely with the Executive Director to develop the budget and produce a sustainable cash flow. She is responsible for payroll process and produced accounting reports quarterly using the state reporting system. Other duties include quarterly payroll reports and the reporting of Federal funds in the Consolidated Application and Reporting System. (Appendix A/Resume)

Dr. David Guthrie, Education Synergy Consultants, will provide oversight for our business processes and other compliance issues, promoting collaboration and accountability through policy development, business support services, accounting, budgeting, human resources, marketing, program evaluation, and assessment. Dr. Guthrie works collaboratively with public and private agencies to design education programs that will eliminate barriers to student success. He promotes alternative education programs, offering innovative approaches to learning while maintaining their distinctive character. Each year he is instrumental in the process of strategic planning, developing the business plan, and providing services to the school for the charter renewal documents; review, and compliance. He also develops funding sources through public

agencies and private foundation grants that will support the Charter School education programs. (Appendix A/Resume)

Leadership in Governance

The governance board will be comprised of one to two community members and two to three parents whose children will enroll in the new Charter School. The following biographies are leaders who currently serve on the CORE Butte board of directors.

Vivian Lopez Appleby, President, ***Parent Board Member, Charter Advisory Council Liaison***
Vivian attended the University of Texas at Arlington and majored in Sociology. She worked in the legal field for (15) years prior to moving to Chico in 2001. She has enjoyed being a parent at CORE Butte Charter School and views it as a joy interacting with the children and staff for the past few years. Her sons have flourished at CORE and it has been a true blessing for our family. They have exceeded their own expectations! Vivian served as a Board Member at Nord Country Charter School for (2) years. Serving on the Nord Board gave Vivian a new appreciation for charter schools, school policy and the immense dedication of the teachers and staff. Vivian feels CORE holds these same standards. She believes it is an honor to serve on the Board and feels very strongly that CORE is truly concerned with the well being of their students and the integrity of the daily operations as a whole.

Cheryl Bunce, Secretary-Treasurer, ***Parent Board Member***
Cheryl Bunce is honored to serve on the CORE Butte Board of Directors. Cheryl has been involved with CORE Butte Charter school since 2008 when her daughter was enrolled as a 4th grader. Her son started at CORE in 2012 as a 7th grader. Since she has been a part of CORE, there has been a lot of growth and many changes at the school. She loves being a part of the positive changes as the school evolves, and actively participates on the Ag Boosters for CORE Butte Charter School.

Jill LaMalfa, ***Community Board Member***
Jill has homeschooled for the last 17 years (4 of her own children and one of a friend's) and she's excited to see CORE growing and reaching more students with personalized learning. Jill is a teacher by trade (since 1992 at CSUC- graduate and credential program) and a homeschool mom by choice. Jill love's thinking out of the box when it comes to schooling options and our teachers and staff at CORE do an outstanding job of this. Seeing the growth at our school excites her and she plans to be a part of the board to continue to have input on where we are headed and how we are getting there. In this day and age where traditional schooling is no longer a "one size fits all" absolute, Jill sees CORE Butte as offering so much more to kids of all ages and abilities. She believes she brings to the table her education and experience as a classroom teacher and homeschool mom as well as an involved community member with excitement and enthusiasm. Jill

strongly believes CORE has some great things going on and she's excited like to work together to enhance the things CORE does well and reach more students with even more options for education!

April Hennessy, *Community Board Member*
April Hennessy has been managing the Supplemental Instruction (SI) program at Butte College since 2009. April is responsible for planning, coordinating, hiring SI Leaders, supervising the effective application of collaborative learning methodology, and for providing leadership in implementing all aspects of the program. SI is an academic enrichment program that is offered in historically difficult courses (high rate of D, F, and withdrawals). SI is designed to supplement - not replace - class lectures. SI discussion and review sessions are facilitated by trained student SI Leaders who have already completed the course. SI sessions are interactive and collaborative. Students who attend sessions learn to integrate how to learn with what to learn. It's a chance for classmates to get together outside of class to compare notes, to discuss important concepts, and to develop strategies for studying the subject in a structured environment. The development and success of the SI program at Butte College has been recognized as a model program in the state. April has presented Butte College's SI program at numerous student success conferences and other community colleges in California. April received her bachelor's and master's degree in Communication Studies from CSU, Chico.

Kelly Holliday, *Parent Board Member*
Kelly Holliday is a parent to two daughters who are thriving at CORE Butte Charter School. She is a public school teacher by trade, holding a Single Subject Credential in both Math and Science. Kelly taught at the High School level in both the Oroville Unified School District and the Paradise Unified School District for a collection of 8 years. She is true believer in high quality education. She believes in children and believes our children's education is foundational. Kelly left public education to teach her children in the manner in which they learn best. CORE Butte Charter offers the design of individualized education while creating an environment that motivates children to experience learning. Her interest in being on the CORE Butte Charter Board of Directors is motivated by her belief in our children's education being successful when they are provided with the arena and experiences that motivates them and allows them to thrive as the individual that they are. Kelly contributes greatly to the Board of Directors often able to draw on her past experience in education. As a public school teacher, she is experienced in the California Education Code and how to deliver the necessary requirements to students in a format that they understand and enjoy. Kelly has served on the Board of Directors for Paradise Preschool as a Member at Large and as President. She managed the finances of the non-profit school while creating a budget for future operation. While teaching at Paradise High and Las Plumas High, Kelly served on the WASC accreditation committee that created and implemented the necessary changes that lead to both school's accreditations. She has experience in the educational arena and is very familiar with educational language and needs.

III.II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law
The educational program of the charter school, designed, among other things, to identify those pupils whom the charter 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. Education Code Section 47605.6(b)(5)(A)(i)

If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii)

If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv)

Mission

CORE Butte, Inc, in order to foster the educational pursuits of our TK-12 students in rural Northern California, utilizes the independent study/personalized learning approach: supporting development through choice of curriculum aligned with state standards, engaging parents along with students in learning and offering classes at our centers and within the community with the goal that students will demonstrate measurable academic growth in addition to the social skills necessary for their future success.

The charter school seeks to provide opportunities for teachers, parents, pupils, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
The Charter School utilizes the independent study/personalized learning approach. This approach supports individual development, through choice of curriculum aligned with state standards, engaging parents along with students in learning and goal setting, and provides classroom instruction at our learning centers, within the community, and through distance learning. The key to success in personalized learning is the guidance of an assigned certificated Personalized Learning Teacher (PLT,) who guides students and parents through the individualized curriculum and learning modes, and provides site-

based classes at our learning centers. Our approach encourages students to be highly involved in the educational process, thereby becoming self-motivated, competent, life-long learners.

Vision

To provide unique educational opportunities nurturing far-reaching success for students.

Educational Philosophy

The Charter School will provide an educational model for students in TK-12 who prefer not to be in a traditional setting. The Charter School will utilize the independent study/personalized learning approach to ensure that all students will become proficient in the following CORE objectives:

- California State Content Standards: All graduates will demonstrate course-work knowledge and performance that is consistent with the California State Standards.
- Performance-based skills: All graduates will be effective readers, writers, speakers, communicators, and problem solvers.
- Life-long Learning Skills: All graduates will be constructive thinkers, effective communicators, informed decision makers, functional producers, and virtuous citizens.

The Charter School's educational philosophy includes key attributes that comprise the personalized learning model and are based upon a solid foundation of the latest educational research findings as to how students learn most successfully. These include a strong emphasis on parental involvement, small class sizes, one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

At CORE Butte, a "three-legged stool" approach to learning is the crux of the model. The legs are comprised of the parent/guardian, the student, and the teacher. As a team, these three legs work together to ensure the student is learning, growing and achieving his/her goals in education. If one leg does not do his/her part, the stool falls over and the educational model does not work. CORE works extremely close with parents/guardians, and students to build a strong relationship of trust, accountability, and understanding. Parents, students, and faculty experience a high level of training and support throughout the schooling journey. All teams work on a level of high respect for the role each member of the team plays, there is not one that is more important than the other. The team consistently discusses, modifies, and changes assignments based on student learning, thus creating a true personalized program for each student as an individual, while maintaining a high level of rigor aligned to the state standards.

Part of the philosophy of our program is that each student be "seen" as a unique individual. With regular communication and interaction with the team members, in a 1-1 environment and small group classes, students are able to be who they are with very little peer pressure and peer expectations. These are viewed as critical aspects to a sound educational program. Students are given an environment in which they can flourish and blossom and become who they are meant to be. Students who attend our program typically leave our program with a renewed sense of self, including increased self-confidence, independence, perseverance, pride, motivation, and responsibility.

These attributes are developed in many ways at CORE Butte. Students are encouraged to self-advocate, to share strengths, and to persevere through struggles. With the support of highly qualified credential teachers, school support staff, and a parent/guardian working right alongside the student, and a strong multi-tiered system of support, students thrive under these conditions. Many students choose to take classes at the center for enrichment and support, many students choose to take classes at the community college or at CSU, Chico, many students take classes from vendors in our community, and all students take independent study classes to ensure the California State Standards are addressed.

What it means to be an "educated person" in the 21st Century

The Charter School believes that an educated person in the 21st century is someone who is a self-motivated, competent, and a lifelong learner. The learner has achieved the California State Standards in all core academics and is able to read, write, speak, and problem solve with clarity and precision. The learner is able to use digital technology and communication tools to access, manage, integrate, and evaluate information; to construct new knowledge; and to communicate effectively. The learner is able to think critically as well as to challenge and to question. Such a person understands the interrelationship of history, science, literature, and the arts. The student also has a thorough understanding of our national heritage. The learner has determined goals and direction for the future, while celebrating his or her strengths. It is the goal of this Charter 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 Charter School will seek to develop in each student the following academic and personal skills: Curiosity, lifelong learning, clear oral and written communication, creative and critical thinking, logical thinking and the ability to make informed judgments, effective use of technology as a tool, adaptability to new situations and new information, problem solving and analytical skills, the ability to find, select, evaluate, organize, and use information from various sources, the ability to utilize small group work and learning centers, the ability to make easy and flexible connections among various disciplines of thought and learning methods, respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions.

As a by product of developing these academic and personal skills, the Charter School believes that these skills develop the following personal habits and attitudes: Accepting responsibility for personal decisions and actions, academic honesty and the ability to face challenges with courage and integrity, a healthy lifestyle, empathy and courtesy for others and respect for differences among people and cultures, self-confidence and willingness to risk setbacks in order to learn, concentration and perseverance, self-motivation and competence, managing time in a responsible manner, seeking a fair share of workload, working cooperatively with others that includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

The Charter School 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 life-long learners out of all of our students. The Charter School's basic educational philosophy is that learning occurs best when:

- One-to-one teaching through student-tailored standards-based curriculum is the primary arrangement
- Students are permitted to work at their own pace while at the same time are challenged to stretch their capacities
- The curriculum best suits the needs and learning styles of all of the children, allowing for alternative methods to achieve state standards
- Enrichment opportunities such as research, apprenticeships, internet classes, appropriate uses of technology, and educational software that is integrated with the core curricula are employed
- Small group classes and parent/teacher/student conferences are viewed as critical aspects of an education
- Parents, teachers, administrators, students, the community, as well as the global information network, work together as a team to serve as the larger learning environment
- All learners have the opportunity to advance to their fullest potential
- Each student is seen as a unique individual and all aspects of the student are addressed including academic needs, social supports and emotional needs

At enrollment, our personalized learning/independent study approach begins with a careful analysis of the student's individual needs, including academic, social, and emotional; based on available statewide test data, school administered standards based assessments in Language Arts and Math, which reflects the student's learning modality, strengths and weaknesses, and informal discussion with the family. Beginning with the very first meeting, the Charter School engages students, along with parents, in learning and goal setting. The Charter School teachers are trained to guide students into the correct courses for them, leading toward a high school diploma. Students who are

performing at or above grade level standards are challenged to expand their learning opportunities and to pace themselves to achieve maximum success. Students identified as academically below grade level receive a variety of intervention and supports on a weekly basis with a teacher or tutor. The educational team consisting of the student, parent, and Personalized Learning Teacher, interact regularly throughout the learning period, assessing student learning and determining the student's goals and assignments for each learning period. Although teachers at CORE Butte meet with students regularly, Board policy only requires the documentation of one such meeting per assignment period as reflected on the Assignment and Work Record.

Objectives

Objectives of the Charter School include, but shall not be limited to, the following:

- This school will not discriminate in its programs, admission policies, employment practices and all other operations as provided for in the California State Constitution, Article IX Section 8 and will not discriminate against any student on the basis of ethnicity, religion, national origin, gender, disability, or any other protected class.
- This charter is granted initially for up to five years and can be renewed for an unspecified number of additional five-year periods
- The Charter School will serve students from all social and economic groups; targeting students whose educational experience to date has not resulted in the optimal academic and personal success.
- The Charter School 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 Butte County
- The Charter School will enable students to become self-motivated, competent, and lifelong learners

School Programs

The replicated charter, CORE@TCA, was accredited by the Western Association of Schools and College. CORE Butte requested affiliation with the Western Association of Schools and Colleges (WASC) as soon as the school charter was approved in 2007, enabling a WASC visit during the first few months of operation. CORE was granted WASC affiliation under the parent school for two years, and was fully WASC accredited in 2009. CORE continues to participate in the WASC cycle and is fully accredited.

High School Program

Our high school catalog identifies the full complement of core courses which have been a-g approved.

The Charter School's graduation requirements and high school course of study are aligned with college admission requirements and are consistent with WASC guidelines. Students entering the high school program through our own TK-12 program, as well as students, who transfer from other high schools, meet with the PLT and/or school counselor to establish a high school graduation plan. High school students are assigned to a highly qualified teacher in each of the core subjects. Our high school handbook includes a complete description and sample course of study for graduation and for college admission. (Appendix B/Curriculum Catalogues and Side-by-Side Standards) Discussion of this impact of previous student coursework occurs during the enrollment meeting as well as ongoing teacher and student meetings. Issues include (1) how this new student's coursework from her/his previous school fits into the Charter School's graduation requirements, (2) how, therefore, to create and implement a personalized learning plan based on that previously completed coursework, and (3) how to best plan that particular student's coursework to fit into their personal goals (college, career), meet California's standards for high school graduation, and meet the Charter School's graduation requirements, along with encouraging all students to graduate career and/or college ready.

Also a factor in the teacher/parent/student planning process is to fit that particular student's plan into their more immediate goals, which may include transfer back into their local, comprehensive high school. The plan will attempt to either remediate or simply maintain that student's academic levels on a level commensurate with their peers. For instance, a sophomore planning to transfer to their local high school as a junior would be wise in taking World History, which is typically a sophomore level class. This would allow them to enroll in U.S. History as a junior with their peers. CORE Butte consistently evaluates its program to ensure it is in alignment with local school requirements.

At CORE Butte, there are several options for a high school students to ensure the best personalized program is put together for each individual student. CORE staff works closely with each student, parent/guardian team to determine the best personal program for the students. The program may consist of classes at the resource center, classes on complete independent study, classes in the community, classes online, or classes at the community college or CSU, Chico.

Students may decide to enroll in the college-model high school program in which the parent acts as a guide, facilitator, and mentor, helping the student navigate the responsibility of center classes, multiple teachers, due dates, expectations, grading, and time management. Students in this program may engage in center learning anywhere from 2-4 days a week. One class the students in this program are required to attend is a homeroom. Each homeroom consists of students in grades 9-12. Homeroom is an opportunity to develop culture on campus and to break down social barriers. Often students engage in meaningful campus culture discussions, life planning discussions and activities, school-wide assemblies, competitions, peer tutoring and team building. Classes at the center are set up much like classes at a university, where students attend

each class anywhere from 2-3 hours weekly, and are given a significant amount of independent study work and learning to offset the time in class. Teachers in the college model program have open office hours to help support students through learning the content in a smaller tutoring-like atmosphere, much like a college professor. Students who attend this program are confident, independent, and ready to take on a more collegiate environment.

Another option for high school students that attend CORE Butte is to be enrolled in the complete independent study program. In this program, there are less time restraints at the center and students have more freedom and flexibility to pursue even more intense avenues of learning. Students in this program often take several classes at the community college or university, may engage in more hands-on learning, often utilize more 1-1 tutoring and teaching, and become extremely self-motivated learners.

Both of the high school options at CORE Butte provide rigorous and meaningful learning, in very different environments. As students mature, change, look toward careers, and acquire more life skills, they are able to fluidly move between programs each semester. Both programs are a-g, offer many Career Technical Education pathways, offer access to an Associated Student Body, offer access to California Interscholastic Sports teams, access to highly qualified credentialed teachers, tutors, and access to classes in the greater community.

All high school courses at CORE Butte are transferable to other high schools. Courses that meet UC/CSU entry requirements are listed on the UCOP website and the school website as well as outlined in the school's high school catalog. Parents are informed of college preparatory status of a course through the high school catalog. A parent/student handbook outlines school policies and expectations for all students and parents. All students and parents are required to complete an orientation with the area supervisor and the prospective teacher that will include a review of the parent/student handbook and the high school catalog. The high school catalog and the parent/student handbook are updated on an annual basis.

In addition, a transcript of all student work is maintained by our counseling office and will be given to any school making a student cumulative file request. The coursework of prior schools will be indicated as well as the units earned through our program.

The Charter School also informs its parents and students of the options available and the impact of those options. The various methods of communication with parents and students involve, but are not limited to, the following:

- Personalized Learning Teacher (PLT) – Ongoing communication, including an extensive enrollment process and ongoing meetings
- Counselor – Available for consultation via phone, email and/or personal meetings at the high school center
- Parent/Student Handbook – The parent / student handbook includes required

annual notifications to families as well as school guidelines and policies.

- High School Catalog – The catalog addresses many issues surrounding high school coursework, including preparation for college/university admission and career preparationWebsite – Offers an Academic Guidance section, largely for high school students along with an extensive section outlining the Career Technical Education pathways, and a-g coursework information
- Blackboard email announcements – Sent out regularly, this tool offers updates, schedules and other pertinent information

Graduates from the Charter School will be equipped with strong academic skills and highly developed computer and network/research skills that will enable them to qualify for jobs in an economy that is increasingly technology-centered. CORE Butte is an extremely successful high school. Approximately 25% of the students currently enrolled in CORE Butte for high school attend college level courses with an average GPA of 3.4. CORE Butte currently has a graduation rate of 96%. CORE Butte intends to develop continue to research, contractual relationships with corporations, foundations and organizations that can facilitate the highest quality educational opportunities for the enhancement of both the academic program and personal growth through apprenticeships and community service in business and professional environments prior to graduation. CORE Butte truly prepares students for college and careers, while helping students manage real life situations such as jobs, time management, self-advocacy, and self-discipline.

Students To Be Served

The Charter School is legally available to all students in Butte County and its contiguous counties (Plumas, Tehama, Glenn, Yuba, Sutter, Colusa, and Sierra.) We will seek to reflect the general population group in the areas we serve. The Charter School will establish the means and ways for each family with enrolled students to participate fully with the equipment and support needed to access all curricula and programs. The Charter School, as a public school, does not charge fees or tuition.

The Charter School will target families in Butte County who desire a standards-based yet flexible and personalized learning approach to education, using independent study as the primary method of instruction. Our program will focus on supporting the following student groups:

1. Students who have been attending CORE personalized learning program
2. Students who are struggling academically in the traditional classroom setting or who have been expelled from a school district, or placed in an alternative education placement
3. Students of all ability levels, including but not limited to, special education, college preparatory, and gifted
4. Students who want to combine career and technical training with their core academic subjects

5. Home-schooled students who want the support and accountability of a standards-based public school

Curriculum And Instructional Design

The Charter School will offer a blended educational program with the following options:

- Full-time state-standards-based independent study with credentialed teachers who monitor student outcomes, develop a customized curriculum, and mentor parents as they instruct their children
- Curriculum catalogues offering a choice in state adopted and state aligned curriculum.
- Personalized project-based curricula built upon state standards and student interests
- Weekly on-campus electives, seminars, science labs, group projects, tutoring, media center, core subject instruction, and teacher office hours available to all students
- Concurrent enrollment in college courses
- Enrollment in online learning courses
- Any combination of the above options, while following all requirements and procedures appropriate for independent study

The Charter School's program will utilize these core instructional components in order to fulfill the school's mission to prepare students for college, work, and citizenship in a personalized program. These components will groom students to complete rigorous college-prep level work that is meaningful and relevant to each student's personal goals and interests. This tight connection between knowledge and application will be fostered through a personalized learning model that is founded on strong teacher-parent-student relationships. All educational options are available to all students, giving each student and parent the ability to design a program that will provide an education that allows the student to excel academically and socially. Students are able to attend community college classes and may graduate early with credit toward their college graduation.

The Charter School's curricula will meet research-based state content standards. Curriculum will be provided for each core subject, approved by the State of California and aligned directly to the standards. Our elementary and high school catalogs detail available options. When CORE is ready to adopt new curricula, a team of teachers with background in the core area will review curricula samples to evaluate the selections and recommend new curricula for our elementary and high school catalogs. Each of the recommended and approved texts will be available on site. At such a time when additional copies are required, the school will purchase these.

Examples of core curricula typically chosen by the personalized learning team for an elementary student would include the HMH Journeys English Language Arts series,

McGraw-Hill My Math, Science Fusion and Interactive Social Studies or Studies Weekly.

Language Arts	HMH Journeys
Science	Science Fusion (4-8), Pearson Interactive Science (1-5) or McRuffy Science (TK-3)
Social Studies	Social Studies Weekly or Pearson Interactive Social Studies
Math	McGraw-HIll My Math
PE, Elementary Enrichment Elective	standards based assignments and utilizing vendors in the community

A high school student would be typically directed into the Prentice Hall Literature, Glencoe Science (with lab at the center), Glencoe World or United States History, Glencoe Economics and Government, and Pearson Integrated mathematics.

Sample 10th grade learning plan with sample curriculum

a-g Biology	Glencoe Biology text and wet lab provided by a highly qualified credentialed teacher
a-g Integrated Math 2	Pearson Integrated Math 2 text
a-g English 10	Prentice Hall Literature text and novel based projects following the 9/10 ELA standards for writing, grammar and reading
a-g World History	Glencoe or McDougal Littell World History
Physical Education	Standards based expectations through vendors in the community or athletics
a-g Spanish 2	Asi si Dici 2!

At such a time as the team identifies these options as *not* best helping the student, which may be at the initial meeting or once assessments can be evaluated, other options in our catalog are explored. For example, an elementary student identified as low achieving in reading skills may supplement the curriculum with a phonics remediation program such as Saxon Phonics, be assigned to a tutor, etc. As explained above, any alternative options must be aligned to the state standards through careful planning between the teacher and parent. Further explanation of the program design for academically low and academically high achieving students is explained further on in the petition.

How the program is implemented

Interested parents or students will contact the enrollment registrar, or any of the school centers. Student's names will be added to our enrollment list and contacted via email and/or phone regarding up-coming orientation dates and the enrollment process. All interested families are encouraged to attend an orientation specific to the grades in which their students will be enrolling (TK-8, or 9-12), presented by the prospective Director. An enrollment meeting is then scheduled with the Director or designee to ensure that the parents/guardians and students understand the model of our personalized learning/independent study approach. Enrollment information is collected which includes immunization records, kindergarten health exam (if applicable), and age/name/address verification, etc.A teacher is designated to be the PLT for that student. This teacher is the primary overseer of the student's instruction, whether the student is exclusively using the independent study model or a combination of independent study, classroom instruction, or distance learning.

A team is formed with the personalized learning teacher, the parent and the student. During the initial meeting between all team members a discussion, using current standards-based assessments, and grades, of each core area helps identify the student's academic progress to date and any particular learning modalities and passions that the student has. Upon enrollment, parents, students and teachers enter into a Master Agreement which guides instruction throughout the year. The Master Agreement successfully implemented at CORE is utilized in the Charter School program. (Appendix D/Master Agreement) This Master Agreement specifies the courses to be completed as well as other mandatory requirements. At the elementary level, all students must complete a full standards-based language arts, math, science, social studies, and physical education course in addition to enrichment electives possibly consisting of music, art, life skills, etc. High school students must enroll in courses which will lead to the high school diploma as outlined in our high school graduation requirements, included in our high school catalog.

Following enrollment, the parent/student/teacher team meets regularly to make assignments, evaluate progress, and utilize assessments to inform ongoing instruction. Proficiency in each learning area is monitored and recorded during the learning meeting, in which the team discusses the goals for the learning period, the completion of

assignments, the cooperation and pro-activity of the student, and the goals for the next month.

The teacher records whether all assignments have been completed, and indicates in the report whether the student is attaining goals, by commenting on progress in the evaluation section of the report. A maximum of 30 days may elapse between assignments, by board policy. If a student fails to comply with the enrollment compact or fails to complete one week's worth of work in any one subject in a learning period, as per Board Policy, a compact violation/missing assignment report is issued and an evaluation will be made to determine whether independent study is an appropriate strategy for this student. If a compact violation/missing assignment report is issued, mandatory weekly meetings are put into place, and the parent/student/teacher team will begin to evaluate whether independent study is an appropriate placement for the student. A maximum of three missing assignment reports are allowable in one school year. Students have the right to appeal to the Board if they disagree with the school's decision regarding appropriate placement. (Appendix E/Independent Study Administrative Procedures Policy)

Parental involvement is critical as students/parents may choose to do all or a portion of their studies away from the learning centers, entirely using the independent study instructional model. Parents are mentored by the teacher at each meeting, as well as attending parent trainings offered at various times each year. If the student is not performing successfully exclusively as an independent study student, the team works together to choose from the other options listed at the top of this section. Parents or guardians who enroll their children in this charter will participate with the staff in their children's educational model and goals. The parents will serve as co-educators in their children's learning program and will also have the opportunity to play an active role in the governance and policy development of the school.

Parents/Students may also choose to attend the learning centers for a large variety of core and enrichment classes. Classes will be formed based upon satisfying the school's standards of meeting student interest and need, and will be based upon age level, skill level, language barriers, and other appropriate determining measures. Currently, the learning centers in Chico and Paradise offer classes in language arts, math, social studies, science, and numerous electives. The Charter School standards will include keeping class sizes to no more than 16 students wherever possible, so that qualified teachers may offer personalized learning services to students within the classroom. The Charter School will create small communities in our learning centers where experimentation and creativity will flourish and children are known. Research documents the benefits of such structures as having the most positive effect on student achievement, mental health, and student attitudes toward school, for students of disadvantaged, underachieving, and lower socio-economic backgrounds. Students who have difficulty adapting to traditional school settings will find the individualized nature of the personalized learning educational approach especially supportive of their unique needs and interests.

The administrator of the charter will continue to monitor all aspects of the charter including but not limited to curriculum and instruction.

- The curriculum is regularly purchased and updated to support students and ensure each student is equipped with the tools necessary to advance academically, along with updating along with standards and state adoption cyclesCurriculum catalogues are updated and revised regularly with standard-aligned curriculum that meet various learning styles
- All staff are trained in the policies put in place by the board of directors, and practices put in place by CORE
- The teaching staff is included in all applicable teacher training. Teacher training is ongoing and is a vital component to CORE's success

The current Chico and Paradise learning centers will be maintained. CORE Butte's extensive library offers a wide variety of state adopted curriculum, hands-on supplements to the curriculum, manipulative materials, educational software, and other supports which may be checked out by students and families. In addition, the library has an extensive collection of fiction and non-fiction books. The library is also equipped to check out equipment necessary for successful completion of a class including cameras, scientific calculators, computers, IPads, and various other equipment.
Attendance **Accounting**

The Charter School will offer, at a minimum, the same number of minutes of instruction as required by law set forth in Education Code § 51745-49.3, Independent Study. The TK-12 public school guidelines for independent study will be evident in the annual audit.

The ratio of ADA for traditional independent study pupils to full-time equivalent (FTE) certificated employees responsible for traditional independent study will not exceed the equivalent ratio of ADA to FTE certificated employees for the prior year ratio for all other non-independent study educational programs of the largest unified school district in Butte County, or a fixed ratio of 25 to 1 pursuant to EC Section 51745.6(d) and California Code of Regulations, Title V, Section 11704, or the specific independent study ratio negotiated in a collective bargaining agreement pursuant to EC Section 51745.6.

There is no typical school day as each child is on a personalized learning plan as designed by the collaboration of the parent, student and teacher.

The attendance accounting procedures are as follows:

1. The Charter School will, as a non-classroom-based charter school, use both contemporaneous records and time value processes.
2. Under Education Code Section 51757.5(a)(b) the independent study by each pupil or student shall be coordinated, evaluated and under the general supervision of a credential teacher, and charter schools may claim apportionment credit for independent study only to the extent of the time value of pupil or student work

products, as personally judged in each instance by the certificate teacher.

3. The Charter School's attendance records will be clearly auditable and supported by all required apportionment documents in each student's work record.

Contemporaneous Records

1. Contemporaneous records are being defined as a daily attendance log that documents and verifies evidence that the student is engaged in an "educational activity" on a given school day. The record must be filled out within a reasonable time period on or following each day of learning.
2. No attendance may be claimed for work done on weekends or Holidays. Full apportionment is based on a fiscal year of at least 175 school days, and is proportionally reduced for every day less than 175.
3. Work samples during the attendance accounting period must be collected with dates that correspond with school calendar days marked as attendance days on the contemporaneous record on which the student did work. All work samples attached to contemporaneous records must have a time value assigned to them by the teacher.
4. Along with work samples, assignment logs, teacher evaluations, grade books, etc. are all referenced as required documentation.

Time value accounting will also be completed by the PLT. Time value does not necessarily correlate to the percentage of work completed relative to the percentage of work assigned as had been interpreted by many schools in the past. The interpretation of time value in this policy 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 best professional 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.

The Charter School plans to be in session for 175 school days calendared mid-August to late May. The Charter School reserves the right to refine its master calendar (Appendix F/Sample Master Calendar) at any time in the best interests of its student population.

Apportionment Eligibility per Current Independent Study Policies

- The maximum length of time that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work is thirty (30) school days. The maximum time for accepting late assignments is forty (40) school days.
- If a student fails to comply with the enrollment compact or fails to complete one week's worth of work in any one subject in a learning period, as per Board Policy, a compact violation/missing assignment report is issued and an evaluation will be conducted to determine whether it is in the best interest of the pupil to remain in independent study, or whether he or she should return to the regular school program.
- The current and previous year master agreement will be maintained on file in the

administration office for each pupil enrolled in the school.

- The manner, time, frequency, and place for submitting a pupil's assignments for reporting his or her progress will be outlined in the student's master agreement. Manner of reporting may include student/teacher conference in person and/or by electronic means. This reporting may include one-on-one, small group, email, phone, or video-conference. Students and personalized learning teachers are required to meet a minimum of one hour once every 30 days throughout the duration of their master agreement, which will not extend beyond one school year. Scheduled meetings may be held at any of the Charter School's learning centers or the student's home.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work are outlined in a student's master agreement which may incorporate other documents by name. All course objectives will be consistent with the Charter School's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by the master agreement including the evaluation of student work. The term "Course Value" (CV) on the master agreement refers to the number of credits (secondary education) or weeks of work (elementary education) the student will earn upon completion for each semester's worth of coursework. Specific methods of study will be designated on the Assignment and Work Record (AWR). Examples of methods of study for the student may include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses, Vendor Instruction. Academic evaluations will be designated on the Assignment and Work Record (AWR). Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, projects and Finals .
- The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and will include resources that are normally available to all students. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.
- The master agreement includes a notice that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.
- Each master agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been

designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

- The independent study by each pupil shall be coordinated, evaluated and under the general supervision of an employee of the Charter School who possesses a valid certification document pursuant to education code Section 44865 or an emergency credential pursuant to Section 44300, registered as required by law.

The administration of the Charter School are familiar with the requirements of law as evidenced through CORE Butte Charter School's history of successful external audits and numerous charter renewals.

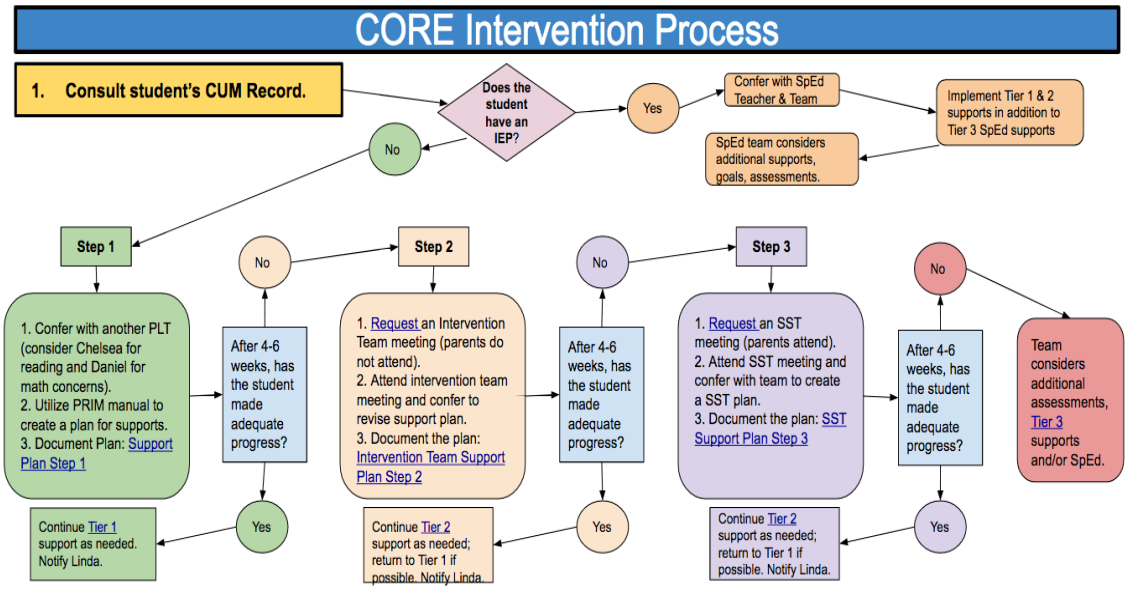
Ongoing Professional Development Program

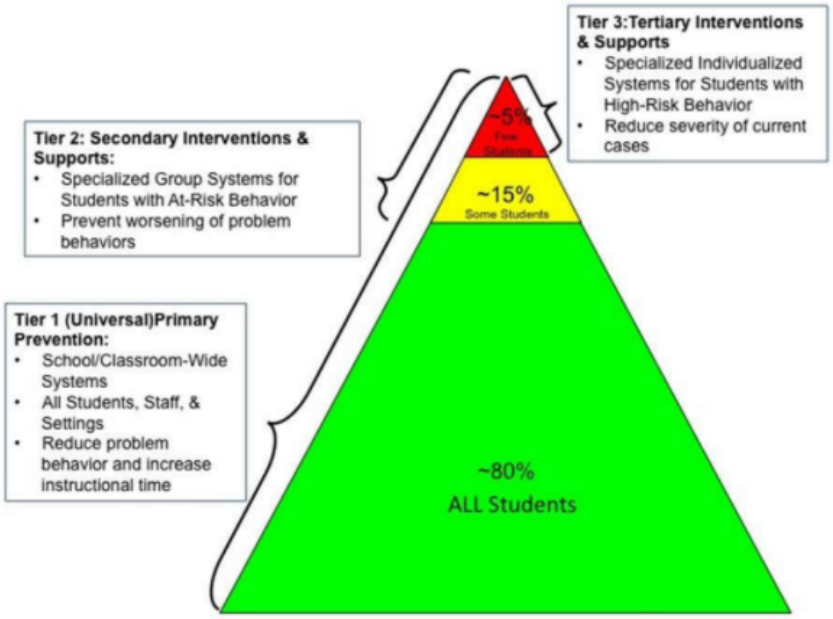
At the Charter School, teachers will become facilitators of learning, an instructor capable of diagnosing and assessing student progress, and a continual learner. Regular trainings will be a routine part of the Charter School's program as appropriate training is crucial to a teacher's ability to be focused on becoming effective educators. The detailed, formalized training begins for new teachers at the time of hire. New teachers receive ongoing mentor training in the independent study/personalized learning approach, in addition to the two days of staff training in August for all teachers. The two-day August training includes professional development in curriculum and technology. Ongoing training includes a focus on the analysis of data, and setting school-wide and individual student goals. Twice monthly staff trainings will include curriculum support, department collaboration, and individual student progress analysis. The focus of these trainings reflects the current needs of the staff with regard to state and federal requirements and student needs. In addition, at the beginning of each school year, each teacher will define the educational goals they wish to achieve. The school budget will support training for these individual choices encouraging staff members to attend workshops throughout the year to attain these goals. This model for professional development is based on the concept that what is good for the students – a wide variety of engaging learning opportunities, creating and solving real problems, using their own experiences, and cooperating with others – is also beneficial for teachers as learners.

Plan For Students Who Are Academically Low Achieving

The personalized learning approach is inherently well suited for addressing the needs of students who are academically low achieving. Because an individualized plan is developed from the time of enrollment for all students, students who are assessed as academically low achieving are identified immediately. Appropriate curriculum is selected which is designed to meet the needs of these students in specific areas, and weekly tutoring or classroom instruction is required when students have scored below basic in any core subject area.

CORE Butte receives Title 1 funds. A multi-tiered system of support (Appendix H) has been developed and implemented to align with the personalized learning model. The three step process is aligned with a three tier intervention program. Step one includes the personalized learning teacher submitting a "support plan" documenting the concerns. Step two moves to a "Request for Intervention Team Meeting" and the team may choose to utilize tier two interventions (outlined below). Included on the team is the school psychologist, the Director of Special Programs, the TK-8 School Director, Title One support staff as appropriate, Personalized Learning Teacher and other interested parties. Step Three is a formal request for a student study team meeting in which tier two interventions will be discussed and refined. Potentially, a student may need additional support, utilizing tier three intervention supports.





Tier One Supports (all students):

- CORE Center classes
- Tutoring
- Resource library curriculum and hand-on kids
- Parent Trainings and Coaching
- Renaissance assessments
- ABC assessments
- Vision/ hearing screenings (twice annually)

Tier Two Supports (targeted at risk students based upon assessments and observations):

- Review of cumulative file
- Review of the pre-referral manual (PRIM)
- Weekly parent/PLT meetings
- Tutoring from the PLT and through the school
- Title 1 math and/or reading interventions
- Read Naturally Live
- Dibels/ progress monitoring
- Step 2 intervention team meeting
- Step 3 Student Study Team meeting
- 504 Plan

Tertiary Prevention (targeted high-risk students):

- Psycho-educational evaluation
- IEP students requiring an Individualized Education Plan

- Offering a continuum of related services based on assessments (OT, APE, etc.)
- Parent Training
- English Learner Support and curriculum design/implementation

A plan is then agreed upon between the parent, teacher and student, which will include a number of options including but not limited to:

- Weekly tutoring in identified areas with the personalized learning teacher or a vendor in the community
- Attending core classes at the center and utilizing teacher office hours for 1-1 support and intervention
- Other selected assessments which identify learning gaps, and provides targeted skill-building
- Curriculum supplements
- Online computer based skill builders
- Attend remediation classes at the community college
- Convene a Student Success Team (SST)

All teachers are trained to give attention to students with learning difficulties. These students may be identified initially through assessments In addition, standardized assessments are administered at minimum twice during each academic school year (completed at the beginning and end of each year.) Students identified as struggling academically are given our school adopted standardized assessment an additional time during the middle of the school year to better analyze interventions and to plan for future learning. Low academically achieving students are also identified through regular visits with the teacher, through a conversation with the parent, a conversation with a classroom teacher, or a review of student work that shows the student may be struggling. Using the Pre-Referral Intervention Manual (PRIM) as a guide, learning difficulties are identified and strategies implemented to help the student succeed in the regular education program as identified above. The student's progress toward the goals and objectives are monitored and documented by the Personalized Learning Teacher. If the student is successful with these interventions, the process is continued at that level. If the student's needs cannot be met through this process, a formal referral for an SST is made (step three of MTSS). Through the SST process, goals and objectives are further defined and monitored. Regular follow-up meetings are determined. If the student is not showing improvement, a referral for assessment for special services is made. Teachers are all formally trained in Child Find procedures including the request and implementation of 504 plans.

The school will employ a Director of Special Programs as well as Resource Specialists who serves students in Butte County. Further explanation of our Special Education Services is included later in this charter petition.

Plan For Students Who Are Academically High Achieving

As stated above, the personalized learning approach is also inherently well suited for addressing the needs of students who are academically high achieving. Students are assessed and evaluated at enrollment to identify both low and high achievement proficiencies. The same multi-tiered system of support that was outlined above, can be utilized for students who are advanced as well. Supports and interventions may look different, but similar options are available.

Students who are high achieving and self motivated work closely with the Personalized Learning Teacher to be pro-active in selecting projects and establishing timelines for completing work. In collaboration with the team of student/parent and teacher, the following options are available:

- Weekly tutoring in challenging classes
- Attending classes at the center designed to meet the needs of accelerated students, i.e., classes on how to write a college term paper, etc.
- Curriculum supplements that are designed to challenge high-achieving students
- Attend classes at local colleges
- Online computer based programs in advanced courses, including AP courses
- Students may take additional credits in high school, above the required 30 credits
- Students may accelerate his/her coursework to complete at a more suitable pace

All students have regular access to highly qualified teachers in core subject areas.

The Charter School also uses a variety of curricula to meet the state standards and customizes instruction for universal access to less proficient students, English learners, and advanced students. Teachers attend numerous trainings throughout the year designed to enhance their ability to personalize instruction for each type of learner.

Plan For English Learners

The Charter School, in accordance with our mission, will consider the individual student's needs and learning style, and the family's needs when choosing their particular English Language Learner (ELL) instructional approach. The charter school ensures that its ELL students will have full access to the school's curriculum working toward mastery of the ELD standards.

The Charter School will comply with all state regulations regarding identification of English language Learners, including the following:

- Home Language Survey: The Charter School will administer the state-required home language survey to all students entering the California public school system

for the first time to all students entering the California public school system for the first time.

- CELDT (California English Language Development Test): Any new student who indicates on the Home Language Survey that English is not their native language will be administered the CELDT within 30 days after enrollment.
- Primary Language Proficiency Assessment: In addition to taking the CELDT within the first 30 days of enrollment, any student whose Home Language Survey indicates that English is not their native language spoken at home will also take an assessment in their native language within 90 days when such an assessment is available.
- Any new student who is thereby identified as an English Language Learner will be referred to the Charter School Director to ensure that he or she is assigned to a qualified Personalized Learning Teacher (PLT) who holds CLAD or BCLAD certification.

A Language Development Team (LDT) made up of the parents and student, the PLT who holds the CLAD or BCLAD certification will oversee all ELD instruction, and others involved in the student's instruction. LDT will work closely with the PLT, and together, the team and teacher will come to a consensus on the selection of the ELL student's curriculum. The team will train parents in the use of adopted curriculum, evaluating the student progress at each meeting, and modifying curriculum and support, based on imbedded assessments. English Language Learners will meet with their PLT a minimum of once each week.

All programs chosen for an ELL student will address the progress of the student through these four important steps to English mastery:

i. Oral, Aural, Reading and Writing Comprehension
ii. Oral Language Production
iii. Guided Reading and Writing
iv. Independent Reading and Writing

Our instruction will be primarily in English, utilizing such approaches as Specially Designed Academic Instruction in English, (SDAIE), to help ensure that ELL students comprehend the curriculum material. ELL students at the Charter School will also receive additional classes that focus exclusively on English language development skills, to be provided either in a tutoring program at home or on the school site with a CLAD or BCLAD certificated teacher using direct instruction and/or using specialized curriculum.

The English Language Development (ELD) Standards will provide the basis for instruction: This set of California state content standards for English Language Learners in grades TK-12 will be utilized by the teacher to inform and guide instruction. These standards address English language development skills in listening, speaking, reading, and writing.

Students will be designated as Fluent English Proficient (FEP) according to the State's criteria for reclassification on the CELDT and CST, along with teacher and parent input. CORE has set redesignation standards along with a two year monitoring procedure.

Plan For Special Education

Services to Disabled Students

CORE Butte Charter School is authorized as its own LEA for the purposes of special education. A child with disabilities attending the Charter School shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends school in other LEAs in California. All children with disabilities enrolled in the Charter School receive special education and instruction in a manner that is consistent with their individualized education program. The Charter School 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, the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act (IDEIA) including initial determination of eligibility.

CORE Butte will participate in the Butte County or other state authorized Special Education Local Plan Area and will follow the requirements of the SELPA for which it is enrolled, as outlined in the respective SELPA's Local Plan including, but not limited to, the use of SELPA forms, CASEMIS and/or Maintenance of Effort data contribution requirements, governance participation, student transportation requirements, and the provision of appropriately credentialed staff to meet state and federal mandates.

The school will provide search and serve to identify students who may qualify for and require special education and related services through the child's 22nd birthday. In the event that The Charter School is unable to provide an appropriate placement or services for a student with special needs, it will identify and fund such a placement, consistent with state and federal law and SELPA policy. CORE Butte shall address, respond to, and/or investigate all special education complaints it receives and participate in due process involving special education.

CORE Butte shall participate in state and federal funding for special education in the same manner as any other LEA charter schools, as determined by the SELPA Governing Board. Special education funds apportioned to the charter school will be used for the sole purpose of providing special education instruction and/or related services for students with IEPs. CORE Butte will be financially responsible for ensuring that all services for students with disabilities are met and will contract as needed.

CORE Butte shall ensure that the special education staff meets state certification, licensing, registration, and/or other applicable requirements. CORE Butte shall also ensure that its special education staff is trained in the substantive and procedural requirements of federal and state special education law, policies, and procedures; and

adheres to the policies, procedures, and requirements of the member SELPA regarding the provision of special education and related services.

CORE will ensure that assessments of individuals with exceptional needs who transfer from one district to another district in the same academic year are coordinated with the individual's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of the full assessment.

CORE Butte makes every effort to meet with the district in which a student is coming from, or moving to prior to the start of the new placement for that student. CORE Butte encourages incoming students with IEPs to call a transition meeting with the student's current school, and invite CORE Butte Charter to attend. Upon enrollment, a thirty-day interim placement form is provided to the parent or guardian. Within 30 academic days, an interim placement meeting is held to determine appropriateness of independent study. When a student leaves CORE Butte, every effort is made to schedule a transitional IEP meeting with the new district/school.

Intervention

Students entering the program with an existing Individual Education Plan (IEP) will be immediately entered into the Special Education program. The goals and objectives of the IEP will be followed and services provided in the same manner as in other LEAs, in full compliance with Special Education Law. CORE Butte is unique in the fact that supports are provided to students with IEPs in a very personal manner. Most services are offered in a 1-1 or small group environment. Students are very involved in their IEPs and goal setting and ensuring their supports to directly align with their goals.

Students entering our program who do not have an IEP are carefully monitored by their PLT. This process will also be used to meet the requirement of Search and Serve/Child Find for Special Education services. The constant interaction between teacher, parent and student provides ongoing opportunities for search and serve functions of the school. Each student, upon enrollment, is assessed by grade level standards and mastery. It is from that point of entry that the teacher begins to design the student's individualized learning plan. Unlike most site based schools, each student in our school has their own individualized learning plan; this process is not reserved for students with IEPs. Goals and objectives, steady student progress, and grade level competencies are evaluated at each student/parent/teacher meeting, which are conducted regularly throughout the learning period.

When objectives are not being met, the PLT first uses the Pre-Referral Intervention (PRIM) guide to identify problems and potential solutions. Additionally, each staff meeting has time reserved for teachers to consult with colleagues regarding a particular student's needs. The teacher puts strategies discussed by the staff team and the PRIM into place through the regular education program. If the identified strategies are not successful, the PLT is required to request a Student Success Team (SST.) This SST

meets to define the student's strengths, areas of concern, and strategies to be employed to meet the defined goals. A follow-up meeting is usually scheduled within the next 30 days and no longer than a semester. If, after employing all appropriate strategies, no progress has been made, the teacher is required to request an assessment for special education services. A parent may request an assessment at any time.

The Charter School plans to use intensive interventions including, but not limited to Student Success Teams, Reading Specialists, supplemental programs such as Total Reading, Literacy First, Independent Reading, Accelerated Reading and Accelerated Math, Lexia, Nessy, IXL, SIPPS, and tutoring programs offered by staff on and off campus. These programs will be evaluated and assessed for effectiveness.

IV. III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Measurable Student Outcomes

Governing Law
The annual goals for the charter school 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. Education Code Section 47605.6(b)(5)(A)(ii)

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide 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. Education Code Section 47605.6(b)(5)(B)

Students will become self-motivated, competent, and lifelong learners through self-assessment of self and team set goals. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's educational program.
(Education Code Section 47605(b)(5)(B).

The charter school has clearly defined schoolwide outcome goals in compliance with

California Education code sections 47605(b)(5)(B) and 52060(d).

These ongoing goals, developed through the Local Control Accountability Plan process, align with the State Priorities as follows:

Priority 1: Basic Services

- Facility committee meets regularly to research potential site and to maintain current facilities in good repair as measured by the Facility Inspection Tool.
- The school's accountability report card will show 100% of courses are overseen by a sufficiently qualified teacher.
- The school's accountability report card will show 100% Students with sufficient instructional materials

Priority 2:Implementation of State Standards

- The SBE self reflection tool will show 100% of students have access to state standards aligned curricula
- The SBE self reflection tool will show 100% of EL students are assigned specified ELD/common core curricula and are supported by EL qualified teachers.

Priority 3: Parent Engagement

- Locally developed self reflection tool will indicate 100% participation by parents of available seats on Charter Advisory Council and Board of Directors
- Locally developed self reflection tool will indicate 100% of Board and Charter Advisory Council meeting agendas are posted to the school website and at individual learning center to promote attendance
- Locally developed self reflection tool will indicate LCAP surveys are sent out to all families and staff annually.

Priority 4: Student Achievement

- 90% of individual students including students in each significant subgroup will demonstrate an increase in student performance in ELA and math between the first quarter and last quarter as evidenced on the school benchmark tests
- 50% of high school students will participate in a career technical education (CTE) sequence or program as reflected through internal reporting tools25% of graduates will exhibit college readiness as evidenced on the State Priorities Snapshot.

Priority 5: Pupil Engagement

- The school's accountability dashboard will show overall, CORE's graduation rate will exceed 90%
- The school's accountability dashboard will show overall, CORE's dropout rate will be less than 10%

Priority 6: School Climate

- 90% of students, parents and teachers will report feeling safe at school as reported on the annual survey
- 90% of students, parents and teachers will report feeling supported at school as reported on the annual survey

Priority 7: Course Access

- 100% of students will be enrolled in all required core academic areas as evidenced by compliance check of the Master Agreement

Priority 8: Other Student Outcomes

- The number of new student enrollments will exceed the number of student withdrawals on an annual basis.
- Mobility rate will continue to decline

The Charter School governing board adopts a local control accountability plan (LCAP) which contains annual goals for the Charter School for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052 to be achieved in the state priorities, as described in Education Code Section 52060 that apply to the grade levels served by the Charter School, along with specific annual actions to achieve those goals. The approved LCAP will be shared with the Butte County Office of Education each year by June 30th. The annually approved LCAP is incorporated by reference as Appendix K.

Academic Performance Index

CORE surpassed its original goals for API growth. Increasing student academic achievement is a goal of the Charter School's leadership team. As the new statewide accountability measures are adopted, CORE will respond in compliance to reach new growth targets. The school's leadership team will utilize all relevant state data to revise student learning objectives.

CORE Butte will annually review the Statewide Dashboard data with the CORE Butte Board of Directors and other stakeholders. Data will be reviewed and analyzed at the school-wide level, along with all subgroups and grade level groups. Upon review of annual state-wide data, CORE Butte will implement appropriate programs, procedures, and support systems to help all sub groups increase achievement in all of the state priorities relevant to CORE Butte.

CORE Butte's current Dashboard data show academic performance as indicated below.

Academic Performance | School Conditions and Climate | Academic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		N/A	N/A
English Language Arts (3-8)		Medium 2.1 points above level 3	Increased Significantly +29.3 points
Mathematics (3-8)		Low 33.8 points below level 3	Increased +10.9 points

Other State Measures	Number of Students	Status	Change
English Language Arts (Grade 11)	93	36.1 points above level 3	+7.2 points
Mathematics (Grade 11)	95	43.3 points below level 3	+24.9 points

The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
95	Prepared	27	28.4%
	Approaching Prepared	21	22.1%
	Not Prepared	47	49.5%

Methods Of Assessment

Governing Law
The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C)

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures that both improves learning and provides assurances of accountability. Mastery will be measured using an assessment model that is formative, summative, holistic, standardized, narrative, and norm-referenced. The approach will be conducive to benchmarking students against themselves, evaluation groups of students, and assessing the whole school from year to year, therefore reflecting standards being taught.

Student attainment of the Measurable Student Outcomes outlined above will be measured using the following assessments:

- Students will average one year of progress in math and language arts each year as measured by standardized assessments

- Students will demonstrate skills from a variety of technological sources for the purposes of research, analysis, communication, organization, and self-expression.
- Students will exhibit healthy social-emotional skills and self-esteem by demonstrating respect for diversity and making positive choices for themselves and in interpersonal relationships.
- Students will demonstrate their physical skills to enable them to participate in individual and team activities, assessed using the California Physical Fitness test at the 5th, 7th and 9th grade levelsHigh School Students will also demonstrate appropriate levels of proficiency in language arts and math skills as assessed through the College and Career Readiness indicator on the school dashboard
-
- All students will be expected to participate fully in statewide testing

Measurable student outcome goals will be set for each individual student at the beginning of each year, based on assessment results and computerized core curriculum assessments through careful review and reflection of the assessment results and the learning plan at each meeting the teacher is able to modify and adjust the plan in order to help the student reach the academic goals.

The Charter School believes that reading is the most important single skill taught in school. We have selected school-wide formal and informal assessments administered every grading period to track progress. These assessments will assist the PLT in targeting areas of strength and weakness by monitoring students' reading development and assist teacher planning.

Specific skills taught in primary grades provide the foundation for comprehension and fluency targeted in the upper grades. Frequent monitoring through assessment is fundamental to establishing mastery of the grade appropriate skills, thus determining and pinpointing areas of need and intervention. Other types of assessment may include:

- **Online tests are provided** for Language Arts, Reading, Math and Science from 3rd through 11th grades as well as annual CAASPP Program or the current state-mandated assessment tool. All results are entered into the Charter School database tracking system.
- **Common Performance assessments and Portfolios** such as research papers, science projects, public presentations, parent-teacher and PLT observations, both individual and teamwork content-area proficiency demonstrations, and portfolios, a systematic collection of student work over a period of time that exhibits a student's work and progress will be gathered. Portfolios will be used to measure student progress towards and mastery of statewide standards using school-wide rubrics. Portfolios will help students develop critical thinking skills by providing the opportunity for them to assess their own learning, to reflect critically and thoughtfully about their own work, to set goals for improvement, and awareness of their accomplishments. This will provide the staff and parents

with an authentic picture of the student's progress over time while simultaneously providing information for future instruction and student needs.

- **Videos:** Both video records of student work, e.g., showing a child reading aloud, and videos created by the students will serve as indicators of the student's progress towards and mastery of skills in designated areas.
- **Teacher verifications of student work from each content area**
  The teacher uses common scoring criteria to assign a proficiency score to a student, and then documents the means by which the score was assigned. The PLT, in essence, verifies the student proficiency according to consistent scoring standards that are developed by the staff for each content and process proficiency area.
- **Journals**: Student journals will be used to reflect the student's own performance in academic areas and their use of the critical thinking skills.
- **Projects**: Students will complete projects that represent a cumulative demonstration of the student's learning. These may be written and oral and may include the use of various media. Rubrics will indicate student's skills mastery.
- **Teacher observations and documentation**: The instructors will document student work and work habits in and outside the classroom, noting skills that are mastered and those requiring continued instruction. Included in these observations will be the student's attitudes and social behaviors.
- **Teacher-created Tests**: PLTs will design appropriate tasks that will measure understanding and work mastery.
- **Report Cards with Comments**: Report cards will document student progress towards skills mastery and distributed at regularly scheduled intervals during the school year. All report cards will include comments.. Upper grade level report cards will also include letter grades. Grades will be based on teacher-prepared assessment instruments, projects, portfolios and comments on progress in the social skills.
- **Conferences**: Parent-teacher conferences will be held monthly throughout the year at regularly scheduled times. Conferences allow the parents to share their expectations and views of the educational program. They also allow the PLT to discuss the child's academic accomplishments and social achievements. Conferences present an opportunity for both parents and teachers to set goals for the child.

Performance levels and fully integrated assessment systems will be embedded in the core curriculum and will meet or exceed the applicable state curriculum frameworks requirements for each grade.

Standardized Tests: The Charter School will administer nationally norm-referenced and standards-referenced tests required by law in the State of California.

Assessments may also include school designed curriculum based assessments and outcome based assessments, teacher created assessments/student progress reports/report

cards, on-going portfolios, authentic assessments, PLT observations, exhibits and projects, publisher-developed assignments and assessments, teacher-developed tests, student conduct records, program audits, stakeholder surveys, longitudinal studies, and student records, (e.g., attendance records, cumulative files, running records, and fluency testing). Performance levels and fully integrated assessment systems will be embedded in the computerized core curriculum and will meet or exceed the applicable state curriculum frameworks requirements for each grade.

Use And Reporting Of Data

The Charter School administration will use assessment results to refine the educational program. In each content area and grade level, scores are analyzed to reflect necessary changes to the curriculum and instructional model. For example, if scores in second grade math are indicating that many students are not meeting proficiency levels, an analysis of the curriculum used would ensue, and changes would be recommended. Classes may be added to augment the current instructional program, etc. Distance learning options would be explored and supplemental curricula would be sought out.

Many students may choose the Charter School for a year in order to improve their skills to return to the traditional classroom setting. This has the effect of raising the school's mobility rate and also affects the school's ranking and dashboard data. For the past years the charter has clearly demonstrated that the students who remain in the program for more than a year do markedly better than those who are in the school for 1 year or less.

Assessment results are also disaggregated by subgroup and teacher. Teachers are provided with a list of the results for each student. Students who score level one or two, or those who perform at a level lower than the prior year, are moved into a remediation plan which will include, at a minimum, additional weekly instruction. Supervisors review the remediation strategies with each teacher and monitor the effectiveness of the plan. Students who score level three or four, or who significantly increased academic achievement as measures on the state-wide assessment, are given assignments that are personalized to individual learning needs and will be encouraged to continue growing and learning. Students who need more advanced coursework are encouraged to go beyond the standards, often taking college level courses and learning in a different way.

Students and parents are provided the results of the state tests within 2 weeks of receiving the test results in the administrative office.

Other standardized and embedded assessments, as mentioned in the assessment section, are used to inform instruction and guide the learning process. Teachers are trained to use ongoing assessments to monitor student progress, identify areas of need, and modify instruction accordingly.

V. LOCATION OF EACH CHARTER SCHOOL FACILITY

Governing Law
The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D)

Facilities
The facilities for the Charter School will be located at the following locations. Costs of renting and maintaining these sites are included in the submitted financial plan.

CHICO:

High School Educational Resource Center
2871 Notre Dame Blvd – effective July 1, 2019
Chico, CA 95928
530-894-3952

260 Cohasset Rd. Suite 120 – Lease expires June 30, 2019
Chico, CA 95926

The High School Chico Learning Center includes 17 classrooms and many meeting rooms and offices, a staff room, bathrooms, and community space. This classroom portion of the center serves a population of approximately 400 students who live in Butte County or a contiguous county Approximately 300 students may utilize the center on a given day.

The High School facility has annual fire inspections, has met the requirements of the inspections for consecutive years, and continues to have regular inspections of fire safety equipment as well as routine monthly fire and emergency drills. Our landlords provide facilities management, maintain all landscaping and repairs necessary, and are kept abreast of any needs or challenges. Our building is ADA compliant.

Chico Resource Center
2847 Notre Dame Blvd.
Chico, Ca 95928

The Chico Center serves approximately 600 students living in Butte County and contiguous counties. Approximately 80-100 students may utilize the center on a given day. This facility includes over 20,000 square feet of classroom space and additional spaces necessary for a school environment (library, offices, gym, restrooms, etc).

The Chico facility will have annual fire inspections, will meet the requirements of the inspections, and will have regular inspections of fire safety equipment as well as routine monthly fire and emergency drills. The landlords will provide facilities management, maintain all landscaping and repairs necessary, and are kept abreast of any needs or challenges. Our building is ADA compliant.

PARADISE:

Paradise Educational Resource Center
5665 Scottwood Road
Paradise, CA 95969
(530) 872-8294

The Paradise Center serves approximately 100 students living in the Paradise and Magalia area. Approximately 25-30 students may utilize the center on a given day. This facility includes 1,320 sq ft. consisting of two classrooms, a meeting space room, a larger community room, a computer lab and a restroom.

The Paradise facility has annual fire inspections, has met the requirements of the inspections, and continues to have regular inspections of fire safety equipment as well as routine monthly fire and emergency drills. Our landlords provide facilities management, maintain all landscaping and repairs necessary, and are kept abreast of any needs or challenges. Our building is ADA compliant.

All centers are equipped with adequate student seating and workspace in each classroom in order to engage in core subject instruction along with enrichment programs. Furniture is updated regularly and broken or unsafe furniture is discarded. Class sizes are kept to an average of 16 students per class. Computer labs are also state-of-the art and have recently been updated through budgetary and grant funds. Scanners, printers, and a wide variety of the most current software are provided, as well as video streaming classes and classes offered on DVD.

The Charter School plans to serve about 800 students in the fall of 2018 and anticipates controlled growth in subsequent years. It is the intention of the Charter School to continually monitor growth and make recommendations to the Board of Directors as necessary. The school will serve students in TK through 12th grade with the majority of students residing in Butte County. Currently about 9% of students reside out of county. The school's enrollment is about 55% female and 45% male. 12.6% of students are Hispanic. Students that have self identified as GATE during enrollment number about 5.9% of our population and 41% identify as socio-economically disadvantaged. The Special Education population is 13%.

The Charter School headquarters are located at 260 Cohasset Rd Suite 120, Chico, CA 95926.

VI. GOVERNANCE STRUCTURE

Governing Law:
The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E)

Legal Status

The Charter School is organized as a California nonprofit public benefit corporation. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school. As such, The Charter School will make provisions for the liabilities, debts and financial obligations of the school and will indemnify, defend, and hold harmless the County for damages resulting from the acts of the School. (Appendix H/Letter of Incorporation)

The Charter School has applied for and received federal and state tax-exempt status (501C3).

The County will not be liable for any actions taken by the Charter School. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the County. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between the Charter School and the County and a copy of this policy will be available to the County upon request. The Charter School will act as its own fiscal agent to the fullest extent of the law. The Charter School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

Conflict of Interest

A Conflict of Interest policy has been developed as part of the corporation that complies with the Political Reform Act, Government Code Sections 87000 and nonprofit corporation law, which shall apply to all board members and employees. No Board of Directors member or employee of the Charter School can be an employee or derive direct or, as law may permit, indirect benefit from the activities of any vendor that the school may contract with in the future. Board members shall reveal all conflicts of interest as they arise in the course of school business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required.

Governance

Parent and community involvement in the governance of the school is assured by virtue of their participation in the Board of Directors and Charter Advisory Council. The Charter School will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws.

The Charter School will have a two-tier level of governance; designed to promote maximum participation by all stakeholders, especially parents. This governance structure at board and charter advisory council level will follow the Brown Act (Government Code 54950), the Public Records Act (Government Code 6250) and the Conflict of Interest Statutes (Government Code 1090).

Board of Directors

The Charter School will be governed by the CORE Inc. Board of Directors. This board will be comprised of five members; two to three parents, and one to two community members along with one student ex-officio member. The student member has the right to attend and participate in meetings of the full Board (other than executive sessions), without voting rights. The board members are elected according to the election process. All board meetings will be held in public locations. The major roles and responsibilities will include but not be limited to establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the executive director. The Board of Directors will be governed in its operations and its actions by the Charter School corporate bylaws, which shall be consistent with the terms of the Charter School, the Charter Schools Act, and all other applicable laws. The day-to-day management of the Charter School shall be delegated to the Charter School Executive Director, an appointee of the Board of Directors.

The membership, voting rights, term etc. of the members of the Board of Directors shall be delineated in the corporate bylaws. The board will be comprised of parents of the students in the CORE Butte Charter Schools, and community members. The sponsoring County may choose to have a seat on the board. (Appendix I/Membership Policy & Bylaws)

The Board of Directors will comply with all applicable federal, state and local laws. It will retain independent legal counsel, when necessary. It will purchase and maintain, as necessary, general liability, property, workers' compensation and unemployment insurance policies. The Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of the Charter School or a third party any of those duties. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Meetings

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), shall take place at least quarterly, and shall be held at a location within Butte County jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in the Charter School's files. These records will be accessible for public and BCOE review upon request.

Charter Advisory Council

The establishment of Charter Advisory Council is intended to represent all primary stakeholders in the Charter School. The Council will be comprised per the Charter Advisory Council Bylaws as amended. The Executive Director or designee has a permanent position on the Council.

The Council will be the primary advisory group to the Board of Directors. The Executive Director shall be the chairperson of the Council.

The Council will be responsible for making recommendations to the Board of Directors in relation to the school's total governance, including, but not necessarily limited to:

- Educational program / instructional strategies
- Procedures for operations
- Title 1 and English Learner parent advisory
- Local Control Accountability Plan advisory

The Council will make all recommendations directly to the Board of Directors of the Charter School. Final authority for all matters dealing with the administration or operation of the Charter School shall reside with the Board of Directors.

Each group, Board and Council, will elect its representative(s) from the pool of prospective or interested persons by a simple majority vote. After one term of service, a representative may be re-elected to serve additional term(s), following the election process outlined in the respective by-laws. In the event of a resignation, a new election or appointee will be initiated as prescribed in the adopted by-laws. Non-attendance or ceasing to be a resident of the geographic or academic community may constitute a mandatory resignation from the Charter Advisory Council.

VII. HUMAN RESOURCES

Qualification Of School Employees

Governing Law
The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F)

The Executive Director at the Charter School will possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Executive Director should possess skills in hiring and supervising excellent teachers and business personnel. The Executive Director as the administrator shall be certificated in Administrative Leadership and a certificated teacher. He/she will meet all of the legal requirements according to charter school law at the time of hire.

The Site Administrator will assist the Executive Director in the site administration of the school, the direction of the instructional program, and the operation of the school facilities as required by law, by the rules of the Board of Education, by administrative regulations, and may act as administrative head of the school in the absence of the Executive Director. The Site Administrator shall meet all of the legal requirements according to charter school law at the time of hire.

The Charter School will recruit and hire teachers who hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. All teachers will be highly qualified in accordance to law. All teachers serving ELL students must hold their CLAD or BCLAD certification (or equivalent) where such is mandated by law.

The Charter School may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management, and support services. All the Charter School staff will have the necessary qualifications, skills, experience, and credentials to fulfill the requirements described in their job description. These documents and job descriptions shall be maintained on file at the Charter School and shall be subject to periodic inspection by the County.

Additionally Personalized Learning Teachers employed by the school must:

- Be flexible, resourceful, imaginative and proficient in computer-based education as well as online navigation and resources.
- Work well with a team.
- Be able to design and to tailor curriculum for individual students.
- Enjoy working and being with students.
- Be facilitators of learning rather than dispensers of knowledge.

- Be committed to making a difference in the quality of the school, and in the lives of the students and staff.
- Be credentialed within the State of California.

The Charter School will select its own personnel (certificated, classified, and administrative) via procedures established by the Board of Directors. Teaching credentials are required by the State of California Department of Education. All non-instructional staff will possess experience and expertise appropriate for their position.

The Charter School may employ temporary or short-term personnel. The qualifications and educational experiences for these persons will be determined by the school's Executive Director.

VIII. HEALTH AND SAFETY

Governing Law
The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605.6(b)(5)(G)

The procedures that the school will follow to ensure the health and safety of pupils and staff and to maintain a safe and orderly environment conducive to learning at the school are reflected in the adoption and implementation of a comprehensive set of health, safety, and risk management policies, including the following:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- A requirement that all charter school applicants and employees provide periodic proof that they are free of risk from tuberculosis.
- A policy establishing that the Charter School functions as a drug, alcohol, and tobacco free workplace.
- A policy for students outlining serious acts which could lead to suspension or expulsion.
- The process for notifying teachers of dangerous pupils.
- A discrimination and harassment policy.
- All facilities will comply with local zoning and fire-safety requirements. Facilities utilized will be assessable in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act.
- Safe ingress and egress procedures are outlined and available in all school buildings.

- A requirement that the Charter School shall require each applicant for employment in a position requiring contact with minor pupils to submit two sets of fingerprints prepared for submittal by the employer to the Department of Justice for the purpose of obtaining criminal record summary information as required by Education Code Section 44237 as well as a requirement to seek the criminal background check of vendors as required by Education Code Section 45125.1.
- All volunteers must be professional in their conduct, and all confidential items will only be handled by certificated or classified personnel.
- The Charter School will conduct yearly vision, hearing and scoliosis screenings
- The Charter school will conduct annual training to employees and persons working on their behalf who are mandated reporters, as defined in Section 11165.7 of the Penal Code, pursuant to this section and subdivision (d) of Section 11165.7 of the Penal Code on the mandated reporting requirements.
- The Charter School will conduct annual trainings to address all legal - training requirements as required of charter schools including but not limited to ergonomics, blood-borne pathogens, epi-pen and any other required health and safety trainings.
- The Charter School maintains and trains both students and staff on the school's disaster plan which outlines procedures including adaptations for pupils with disabilities.

These policies will be incorporated as appropriate into student and staff handbooks and will be reviewed and updated on an ongoing basis along with the Charter School's Illness, Injury and Prevention Plan. The school's safety plan is reviewed and updated before March first of every year.

IX. NON-DISCRIMINATION

The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, disability or any other characteristic described in Education Code Section 220. In addition, admission shall not be determined according to the student's or parent's/guardian's place of residence, except for the requirement in Education Code Section 51747.3 that students reside in Butte County and its contiguous counties and except as provided in Education Code Section 47605.6(e)(2) (in the case of a public random drawing if there are more applicants than capacity).

No individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, unless his or her individualized education program (IEP) specifically provides for that participation EC 51745(c).

This charter will accommodate pupils of all racial and ethnic backgrounds. The Charter School will strive to achieve a population that will reflect the diversity of the general population of Butte County and the State.

The charter school shall admit all students who wish to attend and will not discriminate against any individual. When the number of students who wish to attend exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference will be extended to students currently attending the charter school, students who reside in the county except as provided for in Education Code Section 47614.5, and students who fulfill any other criteria permitted by the authorizing board if consistent with law.

An open enrollment policy will maintain a diversified balance among students of the Charter School. Any child, regardless of ethnicity, national origin, gender, disability, or socio-economic profile is equally welcome and eligible for admission. The Charter School will develop and provide informational materials in languages other than English, that appeal to the various racial and ethnic groups to encourage a balance among students that is reflective of the County and the State. CORE Butte will participate in local school recruitment and information fairs and events in order to strive to achieve a racial and ethnic balance.

X. AUDITS

Governing Law

The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I)

The Charter School will plan and manage its own budget for all applicable State and Federal categorical funds, lottery funds, discretionary funds, additional ADA moneys generated, grants, donations, fundraisers and gifts. The Charter School Board will be responsible to oversee the preparation and completion of an annual audit of the school's financial affairs conducted in accordance with regulations established by the state board.

The Charter School will hire "Independent auditors", public accountants who have no direct or indirect relationship with the functions or activities being audited or with the business conducted by any of the officials or contractors being audited to perform the annual audit. Financial and compliance audits shall be performed in accordance with General Accounting Office standards for financial and compliance audits.

As outlined in the current Memorandum of Understanding with Butte County Office of Education, the Charter School will select an independent auditor, by April 1st of each year, from the state approved list of auditors with expertise in education finance to prepare and audit of the financial transactions of the Charter School each year pursuant to the terms specified in the Charter. The Charter School will immediately forward a copy of this contract to the BCOE Assistant Superintendent of Administrative Services.

Such an audit will employ generally accepted accounting principles and at a minimum verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examines the Charter School internal controls. 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 six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Secretary of the Board.

A a copy of the annual, independent, financial audit report for the preceding fiscal year shall be transmitted to the county office of education, the Controller, and the department of education by December 15 of each year.

The audit committee will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations. The Board of Directors will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. Audit exceptions and deficiencies shall be resolved to the satisfaction of the County.

The Charter School Board will arrange ongoing performance reviews, culminating in an annual report to the secretary of the Board to evaluate the academic program, to monitor progress toward the goals and outcomes specified in this charter and to ensure compliance with applicable State and Federal regulations, as well as with the provisions of this charter.

The County agrees to receive and review the annual fiscal audit and performance/program report specified in this section. Within a timely manner of the receipt of these annual reports, the County must notify the Board of Directors of the Charter School as to whether it considers the Charter School's students to be making satisfactory progress relative to the outcomes specified, and whether the Charter School is not in compliance with any of its own provisions described herein.

The Charter School Board may request the County governing board for an approval of a material revision of the Charter, or for a renewal of the Charter at any time prior to

expiration. The County governing board agrees to hear and render a renewal decision pursuant to the timelines and processes as specified in Education Code as required for a charter authorized under Section 47605.6.

XI. SUSPENSION AND EXPULSION PROCEDURES

Governing Law
The procedures by which pupils can be suspended or expelled. Education Code Section 47605.6(b)(5)(J)

The Charter School will follow the established Discipline: General Education Students and Students with Disabilities policy and Suspension and Expulsion/Due Process administrative regulations adopted by the CORE Butte Board of Directors.. In order to promote the learning and protect the safety and well being of all students in the school, school staff shall enforce disciplinary rules and procedures for student suspension and expulsion. The Policy may be amended as needed without the need to amend the Charter, provided that the amendments comport with legal requirements. The Policy, including a preliminary list of the offenses for which students in the Charter School must and may be suspended or expelled, is attached. (Appendix J/Suspension/Expulsion Policy)

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA) or who is qualified 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 non-disabled students except when federal and state law mandates additional or different procedures. The school will comply with Section 504, IDEIA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified under IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee, with the student and his/her parent and whenever practical, the school employee who referred the student for discipline. The conference may be omitted if the program director determines that an emergency situation exists in which the student's continued presence in the program constitutes a clear and present danger to the lives, safety or health of students or school personnel. At the conference, the student will be informed of the reason for the disciplinary action and the evidence against him/her and shall be given an opportunity to present his/her version of the events and evidence in his/her defense. Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Students recommended for expulsion are entitled to a hearing before the Board of Directors. Written notice of the hearing shall be provided to the student and parent(s) at least five (5) days prior to the hearing. Written notice shall include:

- The date and place of the hearing
- A statement of the specific facts, charges and offenses which relate to the alleged violation
- A copy of the school's Pupil Suspension and Expulsion Policy
- Notification that the parent is obligated to provide information regarding the student's pending expulsion hearing to the school to which the student seeks enrollment
- The opportunity for the student and parent to appear in person and to employ legal counsel or a non-attorney advisor
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question witnesses who testify
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

A recording of the hearing will be made and maintained. Findings of fact shall be based solely on the evidence presented at the hearing. Hearsay evidence is admissible, but a decision to expel will not be based solely on hearsay evidence. A decision to expel must be supported by substantial evidence that the student committed an expellable offense.

A student expelled from the school shall have no right of appeal, as the decision of the Charter School Board shall be final.

XII. COMPENSATION AND BENEFITS

Governing Law
The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K)

The school will maintain a salary structure competitive with local districts in order to attract candidates with the necessary skills and experience. Periodic review of local district salary scales will be conducted by the Executive Director and Human Resources Staff. Annual cost of living adjustments will be made when school funding allows. Full time employees will be offered a health, life, vision and dental benefit package. Employees of this Charter will participate in STRS, PERS, or Social Security depending upon each individual's eligibility. Retirement benefits will be awarded according to current Board policy.

XIII. DISPUTE RESOLUTION

Governing Law
The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L)

The Charter School Board of Directors has adopted policies and processes for airing and resolving internal and external disputes, published in the employee and parent/student handbook, and updated annually to reflect any changes in law.

The County will refer all complaints regarding operations of the Charter School to the Executive Director for resolution in accordance with the Charter School's adopted policies. In the event that the policies and processes adopted by the Charter School fail to resolve the dispute, the County may intervene in the dispute.

In the event that any dispute arises relating to this Charter the parties agree to attempt to settle such dispute by meeting and conferring with each other and a good faith attempt to resolve the dispute. In the event that the parties are unable to resolve any dispute by meeting and conferring, the parties shall then submit any such dispute to binding arbitration before a mutually approved neutral arbitrator.

Term, Renewal and Revocation

The term of this Charter will begin upon County approval. The Charter School will initate subsequent renewals of the Charter at least six (6) months prior to the expiration of the charter term. Subsequent renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code at the time renewal is requested.

The County may revoke this Charter by a majority vote of the Governing Board of the County. Revocation of the Charter School shall be based upon a written finding that the Charter School did any of the following:

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

Prior to revocation, the County Board shall notify the Charter School of any violation and give the Charter School a reasonable period of time, within which to correct the violation, unless the Board determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of students. In the event a violation is not

corrected to the County's satisfaction within the reasonable period of time specified, the County Board may take action to revoke the Charter.

XIV. STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law

Admission requirements of the charter school, if applicable. Education Code Section 47605.6(b)(5)(M)

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.

> "Independent study is not for everyone. It is not necessarily appropriate for every pupil because some do not possess the prerequisites for success in independent study. The prerequisites for a pupil's success in independent study include factors such as the ability to receive instructions and information from an instructor who may not be present. Usually that means the ability to read quite well or to have someone who can read well close enough to help when needed. Another prerequisite is possession of sufficient self-discipline or self-direction to remain focused on a learning task long enough to reach specific, agreed-on objectives, such as a study assignment. This kind of self-discipline is a fairly complex behavior that reflects both aptitude and acquired skills and attitudes. However, for small children who are using the home study option of independent study, direction may have to be supplied by a parent or recognized parent-substitute." (California Department of Education. *Independent Study Operations Manual - Independent Study (CA Dept of Education*). N.p., 2000. Web. 31 May 2017.)

Participation in the Charter School requires that all applicable parties are in agreement in regards to requirements and expectations of independent study and goals and vision of this charter. All prospective students and their parents or guardians are encouraged to learn about the responsibilities and expectations necessary for success in independent study and CORE's program prior to enrolling. No admission test is required prior to enrollment. Upon enrollment, the Charter School will assess the student's academic levels, however, such assessments will not be used as a means to prohibit or discourage students from attending but rather to ensure appropriate academic and course placement.

The Charter School will appropriate existing services and resources to enable pupils to complete their independent study successfully. Qualified personnel will assess the achievement, abilities, interests, aptitudes, and needs of participating pupils to determine whether full-time independent study is the most appropriate alternative for the pupil. (EC Section 51746(b)(1).

After the close of an open enrollment period, the Charter School will enroll students subject to capacity. If the number of applications for admission exceeds the number of available openings in an area or program, enrollment, except for existing students of the school, will be determined by a random public drawing. In this event, preference in the public random drawing may be granted to existing students, siblings of current students, children of staff, and residents of the County.

The charter school shall admit all pupils who wish to attend the charter school who reside in Butte County or adjacent counties. In the event of a drawing, pursuant to Education Code Section 47605.6(e), the County Board 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.

XV. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law
The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N)

Students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residences or a description of other attendance alternatives (Ed. Code 47605 (b)(5)(L)

XVI. RIGHTS OF SCHOOL EMPLOYEES

Governing Law
The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school. Education Code Section 47605.6(b)(5)(O)

Persons employed by the Charter School are not also employees of the County. Employees of the County who resign from employment to work at the Charter School and later wish to return to the County shall be treated the same as any other former County employee seeking reemployment. The Charter School and the County shall each independently maintain responsibility for hiring and retention practices.

The Charter School developed an employee handbook detailing the rights and responsibilities of all employees including but not limited to sick leave, health benefits, bargaining units, contracts, seniority, and tenure. This handbook is updated annually to reflect changes in employment law, education law, and all other relevant factors.

Persons employed by the Charter School are considered employees of the Charter School for all purposes. The Charter School shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act. (Gov. Code §§ 3540, et seq.).

XVII. CLOSURE PROTOCOL

Governing Law

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 charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(P)

Should the Charter School cease operation, all assets secured from the appropriation of public funds shall be returned to County or as set forth in the articles of incorporation. All other assets will be distributed in accord with laws and regulations in force that govern the dissolution of non-profit public benefit corporations. The Charter School will comply with all portions of EC 47605(b)(5)(P), including the requirement that there shall be "a final audit of the school to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Further,

i. The Charter School will notify parents, students, the California Department of Education, districts affected by the closure, and the Butte County Office of Education;
ii. The Charter School Board of Directors shall adopt resolutions electing to dissolve the School
iii. The Charter School Board of Directors shall set aside a cash reserve for the payment of estimated expenses, taxes, unascertained or contingent liabilities, and expenses and costs of distribution of assets, and dissolution; and
iv. All student records will be transferred to the County and/or temporary "close-down" headquarters for the Charter School**.**

The Charter School Board of Directors will designate a School employee(s) to remain on the payroll of the School beyond the school closing for the purpose of overseeing the transfer of student records, distribution of assets, as well as matters directly related to the closedown procedures.

XVIII. EMPLOYEE REPRESENTATION

Governing Law

A declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational

Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605.6(b)(6)

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 (Gov. Code §§ 3540, et seq.). The Charter School will adopt and implement a comprehensive Employee Policy Manual that will be distributed to all employees upon adoption and annually thereafter.

XIX. VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

This following information is intended to fulfill the terms of Education Code 47605.6(h) and provides information regarding the proposed operation and potential effects of the Charter School on the County

Budgets

CORE's budget calendar follows the reports required by Education Code including budget development, adoption, interim reporting and an independent audit annually. Cash flow and financial projections are included, including a reserve equivalent to that required by law for a school district of comparable size and in accordance with charter law. SACs reporting is utilized for all reports, which are submitted to the County offices in a timely manner.

Funding

The Charter School is a direct-funded charter school according to current law. It manages its own funds, with an option to establish an account at a private bank for its Board-authorized minor purchases and expenditures. The Charter School will pay the County 1% for oversight of the Charter School. Support and other services purchased from the County will be separately agreed upon in a fully executed Memorandum of Understanding entered into between the Charter School and the County.

CORE Butte is funded under the local control funding formula (LCFF) funding model pursuant to Education Code Section 47630 and has chosen to receive its funding directly from the California Department of Education (COE). Thus, CORE Butte will be considered a separate entity for the purpose of applying for federal and state grants and must apply independently for programs listed in the Consolidated Application and Reporting System (CARS) that are not included in the funding model. At the same time, BCOE shall not include CORE Butte's average daily attendance in any of its grant applications, except as required by law or regulation or as it relates to Special Education.

Annual Performance Reporting

The Charter School, working with the County, will develop an annual calendar of deadlines and reporting timelines to establish and align with County priorities for the Charter School. The Charter School's proposed calendar includes the following reports to the County Superintendent as prescribed in Education Code section 47604.33:

1. On or before June 30	Adopted budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
2. On or before December 15	Interim financial report, reflecting changes through October 31.
3. On or before March 15	Second interim financial report, reflecting changes through January 31.
4. On or before September 15	Final un-audited report, full prior year.
5. On or before December 15th	The final audited report to the State and BCOE
6. December 31 April 15 June 30	Attendance Reporting
7. By the 25th of the month	Monthly Financial Reports

The Charter School shall adhere to the County's reporting requirements and shall also provide the following reports as required by law:

- ADA (Average Daily Attendance) reports
- SARC (School Accountability Report Card)

LCAP (Local Control Accountability Plan)

The Charter School management team will be thorough in their approach to developing systems and programs that work in conjunction with the best practices established by other successful direct-funded charter schools. The Charter School will provide copy of its adopted Local Control Accountability Plan as the Charter School's annual report to the County Board.

Student Information Reporting

The Charter School will complete and submit enrollment and other necessary demographic information required of CDE to the California Basic Education Data

System (CBEDS) and California Longitudinal Pupil Achievement Data System (CALPADS) systems. California Special ED Management Information System(CASEMIS) submissions are currently handled by the Charter School's SELPA. Should the Charter School change SELPA memberships and the future SELPA not provide this service, the Charter School will manage CASEMIS submissions as well. CORE Butte will use approved SELPA Program to track and report special education data.

Insurance

The Charter School will acquire and finance general liability, workers' compensation, and all other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The program will appropriate dollars that will cover the cost of the insurance and make available insurance coverage for employees through agreement.

Administrative Services

Where possible, and at a mutually agreed upon cost, the school does purchase services from Butte County Office of Education. Such services may include payroll, and special education bill back services. The specific terms and costs for these services, and any others that the BCOE may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that the County provide oversight and performance monitoring services, including monitoring school and student performance data, financial statements and audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. In consideration of these oversight obligations, the Charter School will pay the County 1% for oversight of the Charter School.

The Charter School Board may make amendments to this Charter by majority vote. Material revisions of the provisions of this Charter must be submitted for approval by the County Board.

Transportation

As a school based on Independent Study there will be little need of transportation. In the case of students with special needs who require transportation to resource classes, the school will contract with local transportation companies to provide this transportation when needed.

School Management Contracts

Memorandum of Understanding
The details of the working relationship between the County and the Charter School will be delineated in a MOU. The Charter School shall retain the right to separately purchase administrative or other services from the County or any other service. Any administrative services to be purchased from the County shall be mutually agreed upon and outlined in a separate Memorandum of Understanding.
Impact On Charter Authorizer
The Charter School will be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated as a public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with the oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including meetings, reporting or other County requested protocol to ensure the County shall not be liable for the operation of the charter school. A letter entitled "Liability Protection for Charter School Authorizers drafted by legal counsel to the Charter School is attached. (Appendix K/Liability Protection for Chartering District)

As previously specified, the Charter School and the County will enter into a Memorandum of Understanding (MOU), which will provide for indemnification of the County by the Charter School. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location and type of program. In addition to general liability insurance, The Charter School will purchase Directors and Officers insurance. The County will be named as an additional insured on all insurance policies.

XX. IX. OPTIONAL MISCELLANEOUS CLAUSES

Amendments

Any modifications or amendments to this charter shall be made only with the approval of the Charter School Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria and timelines as provided by Education Code Section 47605.

Terms

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, unless mutually agreed otherwise by the governing boards of the County and the Charter School

Communications

All official communications between the County and the Charter School will be sent via First Class Mail or other appropriate means to the following:

Charter School
CORE Butte Charter School
Administrative Office
260 Cohasset Rd. Suite 120
Chico, CA 95926

County
Superintendent
Butte County Office of Education
1859 Bird Street
Oroville, CA 95965