

**Visions In Education Charter School
Charter Renewal**

Presented to:

**San Juan Unified School District
Board of Education**

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VISIONS IN EDUCATION CHARTER SCHOOL
A California Charter School
San Juan Unified School District

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VISIONS IN EDUCATION CHARTER SCHOOL
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ELEMENT ONE: THE EDUCATIONAL PROGRAM

“Charter schools create an alternative form of public schooling. The goal of charter schools is to lift restraints from public schools so they can pursue innovative teaching methods that will improve student performance. They are designed to give significant autonomy to individual schools and, in turn, to hold those schools accountable for results. A charter is essentially a contract, negotiated between those people starting the school and the official body authorized to approve the charter. The charter spells out how the school will be run, what will be taught, how success will be measured and what students will achieve. As long as the school meets the terms of its charter, it is free from many of the rules and regulations that apply to other public schools. And unlike other public schools, if the school fails to meet those terms, the charter can be revoked and the school closes.”

The Education Commission of the States (1996)

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

Philosophy on Education

Visions In Education advocates that the primary purpose of education is to enable students to reach their full potential while contributing positively to society. We recognize that the longevity of our democratic society depends on the active participation of an educated and informed public. We further understand the critical utilitarian role that formal education plays in preparing individuals to successfully compete in a technologically advanced global information society. Therefore, our overriding objective is to provide a learning environment that fosters the development of citizenship through participation in the home and society as a whole, while making available learning opportunities designed to equip the learner with the skills and tools necessary to function effectively in the marketplace. We believe that this is what it means to be an educated person in the 21st century. And, we believe that as a nonclassroom-based charter school we have the flexibility to provide an alternative model for students in pursuit of these outcomes.

Vision

Continuous community recognition of our graduates as positive, participative and productive citizens validates Visions In Education as the premier model for nonclassroom-based K-12 learning.

Mission

The mission of Visions In Education is to provide best-of-class K-12 nonclassroom-based learning environments that enable lifelong learners through a student-centered, situated/real-life, and authentic educational program design.

Values

- Educational choice within the public school system.
- Student-centered, goal-oriented education.
- Challenging students with differing prior life experiences and differing educational needs to grow into lifelong learners.
- Situated/real-life, authentic, contextually relevant learning.
- Learning through diverse social mediation with parents/guardians, mentors, teachers, support staff and peers.
- Self-motivated learners.
- Technology as an enabler of mediated learning.

Operationally, the values of the school translate into programs that focus on:

- Core academic skills, including critical thinking, technological proficiency, and creative expression in all aspects of life and learning;
- An appreciation for history, our position in the world as individuals and as a nation, and the influence of the past in defining who we are today;
- What it means to be a responsible and participative citizen;
- Knowledge of the world in terms of its diversity and our place as a nation of people in it;
- An understanding and appreciation for the role of commerce in our society and the tools required for prospering economically;
- The ability to reason logically and to apply mathematics to real-life situations;
- Reading, writing, listening, and speaking as tools for functioning in day-to-day life, for expansive learning and for the appreciation of culture;
- An appreciation and understanding of the foundations of our living environment through scientific concepts.

We believe that students learn best when:

- Learning in authentic environments;
- Through dialogue with caring teachers, parents/guardians, community mentors, school staff and peers;
- The learning objective is relevant to the student's personal motivation;
- Students have access to communication technologies;
- Collaborating with others in problem-based activities;
- Practicing personal inquiry;
- Students feel safe;
- Supported by parents/guardians and other family members;

- Students participate in the development of their learning goal.

Target Student Populations

Visions In Education serves two distinct student populations, K-12 home school students and 9-12 independent study secondary school students, in Sacramento County and its eight contiguous counties. Students who attend Visions In Education come to us in search of an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction. Our K-12 Home School Academy supports the right of parents/guardians to educate their children within the home while our 9-12 Independent Study Academy serves high school students looking for a nonclassroom-based environment that combines learning through real life experience with standards based academic assignments.

The Home School Academy

Visions In Education supports the right under California law for parents/guardians to act as the primary educational provider of their K-12 children within the home. Parents/guardians provide 80 percent of the instruction, while Visions certificated teachers (CTs) provide 20 percent. In support of this learning environment, Visions offers curriculum and instructional support to parents/guardians who choose to home school their children. California certificated teachers work with parents/guardians in selecting curriculum and monitor student assignments for compliance with California State Standards while validating attendance and assessing assignments. Furthermore, CTs assist parents/guardians in developing strategies for designing an instructional program that supports the individual student's learning needs. The outcome of this support is an individual learning plan for each student and regular and ongoing evaluation of developmental progress.

The Visions In Education Home School Academy is open to K-12 students whose families are committed to providing primary delivery of academic instruction (in English) in the home. A parent/guardian, or a designated adult, must be available for a minimum of four hours per day for instruction. Home school families typically contract to provide a minimum of 80 percent of student instruction and assessment. Certificated teachers will work with families to ensure that curriculum meets California State Standards and assess student achievement as measured by those same standards.

A key enabler of this program is the availability of public funding in support of standards based curriculum materials and learning opportunities. Visions provides each student in the home school academy a curriculum budget for curriculum purchases in support of the individual learning plan. Parents/guardians may elect to develop with their CTs an individualized curriculum (aligned to state standards) or they may choose a prescribed curriculum pre-qualified by Visions In Education.

High school students in this program are provided the opportunity to meet the University of California a-g requirements and may access the community college system while completing their high school degree to the extent permitted by law. All classes offered by the Visions In Education Home School Academy are transferable to other San Juan Unified School District schools.

Program Attributes

1. Primary place of learning is in the home.
2. Primary educator is the parent/guardian.
3. CT and parent/guardian collaborate to assure that the curriculum meets California State Standards.
4. Teacher provides parent/guardian with instructional support with curriculum guidance and assessment and accounting for attendance.
5. Program provides for flexibility in terms of time and environment.
6. Program provides opportunities for authentic learning experiences.
7. Flexible curriculum budget provides for flexibility in curriculum material purchases.
8. Program is aligned to California State Standards, and all students are required to participate in state assessment exams.
9. A K-12 option within a single program is offered.
10. Program allows students to fulfill University of California a-g requirements.

The 9-12 Independent Study Academy

The Visions In Education 9-12 Independent Study Academy is a non-classroom, standards-based independent study program open to students in grades 9-12. Students enrolled in the 9-12 Independent Study Academy receive their primary academic support from an assigned certificated teacher through face-to-face visits as established by the school calendar. CTs meet the students at the student's home or a designated meeting location outside the home. Parents/guardians agree to facilitate students' educational needs by maintaining ongoing communication, providing necessary transportation, and monitoring educational progress. Learning activities are designed to a student's current skill level and instructional materials are provided by the academy. The 9-12 Independent Study Academy places special emphasis on mastering the knowledge and skills necessary to pass the California High School Exit Examination and complete San Juan Unified School District graduation requirements.

A core component of the 9-12 Independent Study Academy is the individualized directed project, which allows students to concentrate on a specific area of academic or vocational interest while continuing to meet California State Standards and strengthen literacy and computational skills. Upon graduation from the academy, students are prepared to enter the world of work, transition to an adult vocational/technical program or enroll in a community college with the intent of earning an Associate of Arts degree, thus creating the opportunity to transfer to a four-year college. In support of this program, Visions In Education provides a computer and Internet access to the student for communications and research purposes. Assignments are available to students over the Internet and supported through synchronous and asynchronous online tools.

The 9-12 Independent Study Academy places emphasis on the value of situated or real-life learning opportunities; therefore, it is recommended that students participate in career development, work experience, or community service opportunities. CTs work with the students in developing curriculum that supports situated/real-life learning. In addition, CTs and administrators serve students in the academy by developing authentic relationships between community members and students through the creation of mentor programs.

CTs ensure that students receive appropriate materials, assignments, and learning facilitation in support of California State Standards-based learning objectives. Further, CTs work with 9-12 students in preparation for standardized tests including those required for graduation. These activities are developed in support of the career objectives of the individual student.

Curriculum within the 9-12 Academy is designed to support the basic requirements for graduation as defined by the San Juan Unified School District. The 9-12 Academy does not offer all of the University of California a-g requisites. However, students in the 9-12 Academy may take community college classes, to the extent permitted by law, in support of future college plans. All classes offered within the 9-12 Academy are approved for transfer to other San Juan Unified School District schools.

Program Attributes

1. Primary place of learning is in the community in authentic activity.
2. Primary educator is the CT.
3. CT selects the curriculum based on the individual learning needs of the student.
4. Program provides for flexible time and environment.
5. Opportunities for career development and internships are provided.
6. Technology is provided for distance communication and academic and career research.
7. Program is aligned to California State Standards, and all students are required to participate in state assessment exams.
8. Program offers the opportunity to meet graduation requirements while working.

Visions In Education is fully accredited by the Western Association of Schools and Colleges Accrediting Commission for Schools.

Special Education

The San Juan Unified School District is responsible to provide special education programs and services to eligible students with disabilities who attend San Juan Unified School District schools.

The San Juan Unified School District shall receive all special education funds relating to Visions In Education and shall be responsible for allocating funds to provide special education services for all Visions In Education students. Visions In Education will receive the same annual staffing allocations as the schools within the San Juan Unified School District.

The Visions In Education instructional model emphasizes teacher supervised instruction where the parent/guardian is the primary provider of instruction in the Home School Academy. Special education in the Visions In Education Home School Academy program will be provided consistent with the parent-as-instructor home-schooling model.

Special education services for all Visions In Education Home School Academy and 9-12 Academy students will be determined by an IEP team. Visions, like every other school in the San Juan Unified School District, may not provide a full range of programs and services to each and all students who may attend. If the special education needs of a student require an intensive

program that is not compatible with the home-schooling or independent-study model, the IEP team will determine the appropriate district program for the child. If the student with intensive needs resides outside the San Juan Unified School District boundaries, the student will be referred to his or her district of residence for special education services.

Student referral, identification and assessment for Special Education will follow federal and state mandates. Special education policies and procedures at Visions In Education will be in accordance with the district's local plan for special education, which governs special education in the district.

The English Language Learner Program

Upon enrollment in Visions In Education, English Language Learners will be initially assessed using the California English Language Development Test (CELDT) within 30 calendar days and the Primary Language Dominance Survey within 90 calendar days. EL students will take the CELDT annually to measure their language growth until the student is reclassified as Fluent English Proficient (FEP). EL students will also participate in other state mandated tests.

The goals of the program are to provide:

1. Equal access to curriculum and instructional materials at the appropriate level of their acquired English;
2. Standards-based English Language Development curriculum;
3. Qualified teachers who can equip EL students in their effective acquisition of English proficiency in content standards;
4. Culturally relevant curriculum to foster a positive self-image and to promote cross-cultural understanding;
5. The opportunity for the English Language Learners to receive support from EL certified teachers.

Visions in Education will provide opportunities for English Language Learners to develop their English language ability using state-adopted materials to transfer from Limited English Proficient (LEP) to Fluent English Proficient (FEP).

Facilities

As a nonclassroom-based charter school, Visions In Education does not require the traditional facility infrastructure of a traditional classroom-based school. However, Visions In Education under the current operations occupies an administrative and support facility in Carmichael, California, as well as four learning centers throughout various locations within our service area. Additional learning centers will be added as the need is substantiated and the funding is available. These locations are currently under lease to Visions In Education under the current financial arrangement with San Juan Unified School District. Visions In Education will continue to lease facilities for the duration of the charter and will fund said leases through ADA revenues. As a non-site based education program, Visions In Education Charter School does not require that SJUSD provide facilities for its program. Visions In Education administration is charged

with determining the appropriate facilities for its program in concert with the San Juan Unified School District administration. The maintenance, remodel, and adaptations of any facility are the responsibility of Visions In Education.

Calendar

Visions In Education will operate on a program-specific calendar that requires students to attend 175 days. The expected attendance rate for the school is 90%.

Instructional Minutes

Not applicable as a nonclassroom-based program (E.C. 47612.5[b])

ELEMENT TWO: MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the Charter School. ‘Pupil Outcomes’, for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the schools educational program.” (Education Code Section 47605-(b) (5) (B))

Visions In Education supports the basic objective that all students meet or exceed the academic standards as specified by the State of California (<http://www.cde.ca.gov/standards>). To that end, the academic standards as stipulated by the State of California will serve as a benchmark for measurement within Visions In Education.

We recognize the following to be applicable to Visions In Education.

Standards describe what to teach, not how to teach it. Standards-based education maintains California’s tradition of respect for local control of schools. To help students achieve at high levels, local school officials and teachers—with the full support and cooperation of families, businesses, and community partners—are encouraged to take these standards and design the specific curricular and instructional strategies that best deliver the content to their students.

California State Board of Education 1997

For the 9-12 Academy, in addition to standards-based objectives, Visions In Education defines student success in terms of trajectory towards an individually defined personal objective. Through development of the independent learning plan, students identify trajectory objectives in terms of personal efficacy, career goals, continuing educational goals, or other personal objectives. These action-oriented goals then are monitored and supported by the CT through the development and assessment of the Core Class, which is a requisite for each student within the program.

Student progress toward meeting state content standards will be annually assessed using the following mandated tests:

1. STAR (grades 2-11)

2. CELDT (grades K-12)
3. CAHSEE (grade 10)

Overall program evaluation will be determined by school performance on the AYP, API and meeting the San Juan Unified School District targets. These targets will be based on continuous student progress toward state standards.

ELEMENT THREE: METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”
(Education Code Section 47605 (b) (5) (C))

Pupil progress toward meeting individual learning objectives throughout the school year is measured by the CT and is based on:

1. CT review of standards based assignments for completeness and accuracy;
2. CT dialogue with students, parents/guardians and supporting learning mentors;
3. CT authentic performance assessment;
4. CT grading of curriculum prescriptive testing.

Formal semester grades provide an official record of student achievement in relation to formally assigned work.

Pupil progress toward meeting individual learning objectives over the longer term is based on State of California Standards and is determined by official scoring of mandatory tests, including the California High School Exit Exam. All Visions In Education students are required to participate in state-mandated testing as a requisite for sustained enrollment.

In addition to using formal-assignment grading and standardized testing as a measurement of student achievement, CTs work with students to develop personal evaluation tools for the purpose of measuring progress toward trajectory goals. Further, administrative staff members periodically review student work to ensure that proper performance feedback is being provided by CTs. Additionally, administrators communicate with parents/guardians and CTs to ensure that communication and support is in line with school expectations.

Serving a Diverse Community of Students:

VIE welcomes students with a variety of educational needs. VIE takes students where they are and moves them forward in meeting state standards. Many students coming to VIE from diverse educational backgrounds have not mastered early grade level standards and are working below their current chronological grade level. VIE’s instructional model identifies each student’s needs, interests, deficiencies and strengths to build a personal learning plan. It is expected that every student will advance academically, while building positive self esteem, strong school-to-work skills, and healthy self reliance. Non-native speakers are CELDT tested and intensive targeted assistance is provided to support language acquisition. This targeted assistance includes

the development of an ELL curriculum, CLAD credentialed teachers assigned to ELL students, and required language classes.

Achievement for all students is a school wide goal. VIE utilizes a variety of strategies to measure student progress. System wide, VIE looks at a student's past educational records to help determine student grade level and coursework needs. Achievement data sources are used as triggers for development of supplemental services and targeted assistance. VIE's one-to-one delivery system allows an immediate response to a student's need, including the monitoring and adjustment of curricular resources.

Each teacher assesses student progress in curricular areas by a variety of assessment strategies including diagnostic, formative, and summative assessments. Building technology literacy and using primary text sources with project-based learning is highlighted along with authentic assessment strategies. Building on student strengths and interests encourages life-long learners and helps make learning relevant to each student.

Credits and Grades:

Students earn credits and grades to support their promotion to the next grade level. Students have opportunities to make up credit deficiencies. Attainment of credits and grades based on student effort, progress, and completion on a standards-based curriculum is one indicator of meeting measurable objectives for student learning. Standards-based report cards are used in the primary grades. Demonstrating and documenting student progress on standards is a school wide, district, state and national focus.

NCLB (National Accountability Mandates):

Visions In Education will meet the requirements of NCLB as it pertains to a charter home school and independent study educational delivery system. VIE will meet the annual measurable objectives (AMOs) and show annual yearly progress (AYP) as set forth in NCLB. Continued efforts to ensure testing participation will be a school wide priority.

California's Academic Performance Index (API):

VIE's state API will continue to grow as encouraged by annual targets. Alignment of all curricular areas to state content standards, curricular frameworks including foundation skills, as well as STAR testing blueprints is a priority and is reflected in the on-line core and text-based curriculum. Refining the curriculum toward academic and performance standards is an ongoing event. VIE will continue to support the success of all high school-age students on the CAHSEE as it becomes a graduation requirement for the class of 2006 and subsequent graduating classes.

NCLB: Professional Development and Highly Qualified Teachers (HQT):

Professional development for all staff includes ongoing training regarding strategies and best practices that produce increased student learning results. Experimentation with alternative strategies to transmit a standards-based education are encouraged and constantly being piloted by academy staff. Formal and informal collaborative meetings with staff encourage the collegial

exchange of ideas, strategies, and best practices. VIE will strive to meet the Highly Qualified Teaching (HQT) requirements of NCLB for alternative, independent charter schools. For the purposes of NCLB-HQT, Visions In Education defines core classes as English/Language Arts and Math.

ELEMENT FOUR: THE GOVERNANCE STRUCTURE

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

Governing Board

Visions In Education is a public charter school currently under the local supervision of the San Juan Unified School District. The governing board of VIE is the San Juan Unified School District Board of Education. The SJUSD Board of Education formally approves all hiring and separation of employment of Visions In Education personnel.

Advisory Board

The Advisory Board is selected by the Visions In Education Program Administrator, who chairs the Advisory Board. The Advisory Board will comprise at least 7 but not more than 11 members. The Advisory Board members serve as an informational conduit for VIE staff, parents/guardians, students, and the community. In this advisory role they provide input for consideration to the school management team. However, this body has no direct decision-making authority within the governance structure of Visions In Education.

Members are appointed by the VIE Program Administrator or designee for a term not to exceed two years. The Advisory Board will consist of four parents/guardians (parents/guardians remain on the board only while they have students enrolled in the program), four teachers, one non-instructional employee, and a community member appointed by the San Juan Unified School District Board of Education (the community member shall not have students in the program or a family member who is employed by the school).

The Advisory Board is responsible for making recommendations regarding policies and procedures that involve the operations of the school, school enrollment, and student education.

The Program Administrator is responsible for updating the SJUSD Board of Education on issues relating to charter accountability and revisions.

The Program Administrator will be the non-voting Chairperson of the Advisory Board.

Conflict-of-Interest

A VIE Conflict-of-Interest Policy shall be adopted and forwarded to SJUSD prior to the commencement of instruction for purposes of this charter. Conflict-of-interest laws and policies

apply to Visions In Education, including but not limited to Advisory Board members, the Advisory Board chairperson, committee members, administrators, teachers, staff, parents/guardians, community members, and anyone else involved in the school's operation and educational program. The laws on conflict of interest also precludes VIE from entering into any contracts in which any of the aforementioned parties has a financial interest.

The Brown Act

The VIE Charter School and VIE Advisory Board shall be subject to the Brown Act. All meetings of the Advisory Board shall be held in accordance with the Brown Act.

ELEMENT FIVE: EMPLOYMENT QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” (Education Code Section 47605 (b) (5) (E))

All VIE teachers must hold valid California Commission on Teacher Credentialing teaching certificate, permit, or other document equivalent to that specified by the California Department of Education. Credentials shall be maintained on file at the Visions In Education Administrative Office. VIE will strive to meet all requirements as designated in NCLB and by the California Department of Education.

Qualifications for any other full-time, part-time, or temporary employee shall be determined by VIE management in consideration of the skills and knowledge required for those respective positions.

ELEMENT SIX: HEALTH AND SAFETY

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Education Code Section 47605(b) (5) (F))

Visions In Education will comply with all applicable laws concerning fingerprinting, immunization (including tuberculosis screenings), health and safety, child abuse reporting and related issues for both employees and students. All employees will comply with and otherwise furnish criminal record summaries in accordance with Education Code Section 44237 (Michele Montoya Act).

VIE administrators and teachers are required to attend annual health and safety training classes that include issues specifically relating to nonclassroom-based schools.

A site safety plan is published on the VIE intranet and each on-site employee receives annual training in emergency response procedures. Administrative facilities are maintained in compliance with all local fire and safety regulations.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Education Code Section 47605 (b) (5) (G))

Visions In Education is open to all students. The racial and ethnic balance of the school reflects the general population of students living in the area served. Visions actively recruits students looking for the educational alternatives the school provides through promotional advertisements, a school newspaper that is made available to the community, and through community meetings.

ELEMENT EIGHT: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Education Code Section 47605(b) (5) (H))

Students will be considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. Admission is contingent upon a student passing a basic reading diagnostic test. During a student’s admission, parents/guardians and the student must complete the proper documentation required for admission, including a “Master Agreement” that specifies the terms of enrollment. Ongoing enrollment is dependent upon compliance with the “Master Agreement”.

Admission is open on a first-come-first-served basis up to the enrollment capacity in the area in which the student resides and the capacity of the program. When applications exceed the capacity, a waiting-list system will be used to determine admissions on a first-come-first served basis.

Visions In Education is open to all students residing in Sacramento County or one of its contiguous counties: Amador, Contra Costa, El Dorado, Placer, San Joaquin, Sutter, Yolo, and Solano. However, students must not be enrolled in a tuition-based private school while enrolled in Visions In Education.

Visions In Education complies with all State of California laws establishing the minimum and maximum age for public school attendance.

ELEMENT NINE: ANNUAL AUDIT

“The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Education Code Section 47605(b) (5) (I))

An annual independent financial audit will be completed by December 15 following the close of each fiscal year. An independent financial auditor who has knowledge of school district audit requirements and practices will be utilized by Visions In Education to conduct an annual audit of the Visions In Education in accordance with audit requirements to which public school districts

are subject. Upon its completion, the complete audit will be provided to the District. Audit exceptions will be resolved through the joint efforts of the school's audit administration and the Chief Financial Officer of the San Juan Unified School District.

As requested by the District, a financial report, including the current and projected financial viability of VIE, will be submitted at the first, second, and third interim.

An annual report on the overall progress of VIE will be presented to the Superintendent and the SJUSD Board of Education on a date specified by the district. This report may include but is not limited to:

- Summary data and an analysis showing student progress toward the goals and outcomes specified from assessment instruments and techniques set forth in the Outcomes Measurement section.
- A summary of major decisions and policies established by the school with a summary of any major policy changes during the year.
- A report on the level of parent/guardian involvement and data derived from an annual parent/guardian and student satisfaction survey.
- Data regarding staff qualifications.
- An overview of the school's admissions practices during the year, with data regarding student attendance rates, the number of students enrolled and on waiting lists, and the number of students expelled and/or suspended.
- Site assessment, demographic information, and socio-economic changes that affect VIE.
- School accountability practices with follow-up action steps to address the academic and social needs of students.
- All NCLB guidelines, procedures and published reports.
- A report summarizing each VIE Advisory Board meeting.
- Attendance rates, number and kind of suspensions/expulsions.
- Teacher, student and parent/guardian satisfaction.
- The credential status of each certificated employee.

ELEMENT TEN: PUPIL SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled.” (Education Code Section 47605 (b) (5) (J))

Students may be withdrawn from Visions In Education by the school administrator and referred back to their district of residence for noncompliance with the terms of the charter. Placement for district residents, within San Juan Unified School District, will be determined as space is available. All discipline matters will be conducted in compliance with constitutional due process. Students may be recommended for expulsion upon a determination that the student has committed one of the acts listed below while on school district property or engaging in a school related event or in the presence of their credentialed teacher while any activities related to home schooling or independent study instruction are being conducted in the student's home or other place of public meeting between the student and CT.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the Administrator's or designee's concurrence.
- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. Students shall be expelled as set forth in the policies and procedures of the San Juan Unified School District. Visions In Education students recommended for expulsion will have all the rights and constitutional due process afforded any student enrolled in San Juan Unified School District. In all cases, Visions In Education shall develop written policies and procedures related to all disciplinary practices. All staff, students and parents/guardians shall be given written notice of this charter school's policies and procedures related to discipline. All discipline procedures will follow due process guidelines. Students and their parents/guardians shall be so notified in writing at the time of their enrollment. Parents/guardians will be expected to work closely with Vision In Education staff to reinforce the school rules and behavioral expectations.

ELEMENT ELEVEN: RETIREMENT SYSTEM

“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 (b) (5) (K))

Employees of Visions In Education Charter School will participate in STRS, PERS, or Social Security depending upon each individual's eligibility. Visions In Education may contract with San Juan Unified School District for all requested personnel services and benefit programs including, but not limited, to STRS, PERS or federal Social Security, health and welfare benefit programs, workers' compensation, and unemployment insurance.

ELEMENT TWELVE: ALTERNATIVE ATTENDANCE

“The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school”. (Education Code Section 47605 (b) (5) (L))

Enrollment at Visions In Education Charter School is entirely voluntary on the part of the students. District residence public schools continue to be an option for all students who choose not to attend Visions In Education. Visions In Education, therefore, makes no other provisions for alternative attendance.

ELEMENT THIRTEEN: RETURN RIGHTS OF SAN JUAN UNIFIED DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.” (Education Code Section 47605 (b) (5) (M))

San Juan Unified School District (SJUSD) teachers (and any other SJUSD employees) do not have any employment rights with respect to Visions In Education, nor do Visions In Education

employees have any employment rights in the SJUSD. Any SJUSD teacher or other employee who accepts employment with Visions In Education will be subject to SJUSD leave provisions, which do not permit a leave of absence for the purpose of other employment. SJUSD teachers or other SJUSD employees who resign from the SJUSD to work at Visions In Education Charter School and who wish to return to SJUSD employment will be in accordance with the SJUSD regular recruitment and selection processes.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Education Code Section 47605 (b) (5) (N))

If the San Juan Unified Board of Education believes it has cause to revoke the Visions In Education Charter, the SJUSD Board of Education agrees to notify the Visions In Education Program Director and grant the school reasonable time to respond to the notice and take appropriate action prior to revoking the charter. If corrective action fails to resolve the dispute, Vision In Education Charter School and the San Juan Unified School District agree to submit the matter to a mutually agreeable third party for a non-binding recommendation on how to resolve the matter in accordance with the terms of the charter and laws applicable to charter schools.

ELEMENT FIFTEEN: COLLECTIVE BARGAINING

A declaration whether or not the charter school shall be deemed the exclusive Public School Employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Education Code Section 47605 (b) (5) (O))

Pursuant to Education Code 47611.5 (*added by Stats. 1999, c. 828 (A.B. 631, sec. 2)*), Visions In Education Charter School shall be deemed to be the exclusive public school employer of the employees at the charter school for the purposes of Section 3540 of the Government Code.

ELEMENT SIXTEEN: SCHOOL CLOSURE PROCEDURES

In the event that the Visions In Education Charter School closes, the assets and liabilities of the school will be disposed of by the school’s Governing Board, in accordance with the asset disposition provisions as designated by the SJUSD Board of Education. The Governing Board members will attend to enumerating and disposing of the assets and liabilities and the Program Administrator shall ensure that a final audit of the school’s assets and liabilities is performed. Under no circumstance will the District have any responsibility of any nature whatsoever with respect to Visions In Education liabilities, and the District reserves its rights at its sole and complete discretion to turn down any assets without any liability or penalty.

Parents/guardians of students or students 18 years of age or older will be provided with a printed or electronic transcript of their student’s academic progress at the school, along with other relevant information. Thus, in the event of school closure, parents/guardians and students will possess an independent copy of potentially necessary pupil records. The school’s Governance Council also may provide for the transfer of such records to a responsible and willing school

district, county office of education, or other qualified entity, if such records are available at the time the school closes. In the event that no willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.

ELEMENT SEVENTEEN: OPTIONAL MISCELLANEOUS CLAUSES

Term

The term of this charter begins July 1, 2004, and expires June 30, 2009.

Non-Discrimination

Visions In Education shall be nonsectarian in its programs, admission policies, and all other operations. Visions shall not charge students tuition and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, disability, religion, color or sexual orientation. Visions In Education does not discriminate in its hiring policies and employment practices and operations with regard to race, ethnicity, national origin, religion, gender, sexual orientation, or disability. The Program Director is responsible for monitoring the hiring policies.

Civil Liability

Visions in Education is covered under the District's insurance policies for civil liabilities to the same extent as any other district school. As to liability on contractual matters not covered by insurance, in the event of a judgment against Visions, such judgment will be satisfied first out of Visions' funds, and only if those funds are insufficient, will the District become liable for Visions' obligations.

Amendments

Any amendments to this charter shall be made by the mutual agreement of the San Juan Unified School District Board and the Visions In Education administration. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Renewal

Visions In Education may submit its charter for renewal to the SJUSD Board of Trustees in accordance with Education Code Section 47605 and SJUSD Board of Trustees Policy. Any renewal shall be for a five-year term.

Severability Clause

If a provision of the Visions In Education Charter is found to be unlawful, the remainder of the Visions In Education Charter will still be valid if to do so keeps the critical elements intact and if the provision that was found to be invalid is not of such a nature that in its absence the Board would have denied the Visions In Education Charter.

ELEMENT EIGHTEEN: COMMUNICATIONS

All official communications between Visions In Education and the SJUSD should be sent via First Class Mail or other appropriate means to the Visions In Education Program Administrator (address below).

Visions In Education
4800 Manzanita Avenue, Suite 1
Carmichael, CA 95608-0842
Attention: Program Administrator