

# Mountain Home School Charter

**A California Public Charter School**

*Operated by:*



WESTERN SIERRA  
CHARTER SCHOOLS

## **Renewal CHARTER PETITION For FIVE-YEAR TERM July 1, 2019 through June 30, 2024**

Submitted to

**Yosemite Unified School District**

Approved by Western Sierra Charter Schools Board: 10/3/2018

Approved by Yosemite Unified School District Board: 1/14/2019

Michael Cox, Executive Director  
[mcox@wscfamily.org](mailto:mcox@wscfamily.org)  
559-642-1422 Ext. 102  
41267 Highway 41  
Oakhurst, CA 9364

## **Assurances and Declaration**

Mountain Home School Charter (“MHSC” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- MHSC shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- MHSC shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- MHSC shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- MHSC shall admit all pupils who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Admission to the Charter School shall not be determined by the place of residence of a pupil or his or her parent or guardian within the State except as provided by Education Code Section 47605(d)(2) and Education Code Section 51747.3. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- MHSC shall comply with the Ralph M. Brown Act.
- MHSC shall comply with all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- MHSC shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- MHSC shall meet all state standards and conduct the pupil assessments required by Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- MHSC shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- MHSC will ensure that teachers in MHCS hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by law, flexibility may be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- MHSC will, at all times, maintain all necessary and appropriate insurance coverage.
- MHSC will comply with all laws related to the minimum age of public school enrollment.
- Western Sierra Charter Schools (“WSCS”), a California non-profit public benefit corporation, declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- 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 and a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils

that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- MHSC shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)(2)]
- MHSC shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605-47605.1]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- MHSC shall comply with the Public Records Act.
- MHSC shall comply with the Family Educational Rights and Privacy Act.
- MHSC shall meet or exceed the legally required minimum of school days per year. [Ref. Title 5 California Code of Regulations Section 11960]

## **Charter Renewal**

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

1. Attained its Academic Performance Index (API) growth target the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10 inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which

the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming the Charter School meets the statutory criteria required for renewal set forth in Education Code Section 47607(b): MHSC was ranked 4 on the API statewide in 2012, and 5 on the API statewide in 2013, the last year API calculations were published. (Education Code Section 47607(b)(2))

\*Note on Testing Data

Assembly Bill 484 amended Education Code section 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b)(2) and 47607(b)(4) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Analysis of the Most Recent API Calculation

<b>Legal Requirements for Charter Renewal Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal</b>	
<b>Renewal Criteria</b>	<b>Criteria Met</b>
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	No
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; 2012 rank of 4, and 2013 rank of 5
Ranked in deciles 4 to 10 inclusive, in the API for a	No

demographically comparable school in the prior year or in two of the last three years.	
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Yes; see 2017-2018 SmarterBalanced Scores below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable
(Source: CDE DataQuest, accessed September 24, 2018)	

As any API calculation is over five years old, included here is Mountain Home School's most recent Smarter Balanced performance as compared with Yosemite Unified.

#### **Smarter Balanced Scores 17-18 MHS Compared to YUSD Students (English Language Arts)**

##### **Grade 3**

	MHS	YUSD	Diff	
Average Score	2429.4	2427.5	1.9	Above District
Standard Exceeded	28.57%	25.00%		
Standard Met	0.00%	25.00%		
Standard Nearly Met	57.14%	31.58%		
Standard Not Met	14.29%	18.42%		

##### **Grade 4**

	MHS	YUSD	Diff	
Average Score	2485.7	2458.1	27.6	Above District
Standard Exceeded	33.33%	23.47%		
Standard Met	0.00%	17.35%		
Standard Nearly Met	66.67%	24.49%		
Standard Not Met	0.00%	34.69%		

**Grade 5**

	MHS	YUSD	Diff	
Average Score	2493.7	2506.7	-13.0	Below District
Standard Exceeded	28.57%	25.26%		
Standard Met	28.57%	30.53%		
Standard Nearly Met	14.29%	20.00%		
Standard Not Met	28.57%	24.21%		

**Grade 6**

	MHS	YUSD	Diff	
Average Score	2619	2516.7	102.3	Above District
Standard Exceeded	50.00%	15.89%		
Standard Met	50.00%	31.78%		
Standard Nearly Met	0.00%	25.23%		
Standard Not Met	0.00%	27.10%		

**Grade 7**

	MHS	YUSD	Diff	
Average Score	2560.1	2539.8	20.3	Above District
Standard Exceeded	0.00%	6.78%		
Standard Met	71.43%	42.37%		
Standard Nearly Met	28.57%	29.66%		
Standard Not Met	0.00%	21.19%		

**Grade 8**

	MHS	YUSD	Diff	
Average Score	2546.3	2553.9	-7.6	Below District
Standard Exceeded	14.29%	6.78%		
Standard Met	28.57%	42.37%		
Standard Nearly Met	42.86%	29.66%		
Standard Not Met	14.29%	21.19%		

	MHS	YUSD	Diff	
Average of Averages	2522.4	2500.5	21.9	Above District

## Smarter Balanced Scores 17-18 MHS Compared to YUSD Students (Math)

### Grade 3

	MHS	YUSD	Diff	
Average Score	2425.1	2421.4	3.7	Above District
Standard Exceeded	14.29%	7.79%		
Standard Met	14.29%	36.36%		
Standard Nearly Met	42.86%	29.87%		
Standard Not Met	28.57%	25.97%		

### Grade 4

	MHS	YUSD	Diff	
Average Score	2457.7	2464.6	-6.9	Below District
Standard Exceeded	0%	9.18%		
Standard Met	0%	28.57%		
Standard Nearly Met	100%	41.84%		
Standard Not Met	0%	20.41%		

### Grade 5

	MHS	YUSD	Diff	
Average Score	2485.1	2496.3	-11.2	Below District
Standard Exceeded	28.57%	17.2%		
Standard Met	0%	16.13%		
Standard Nearly Met	42.86%	37.63%		
Standard Not Met	28.57%	29.03%		

### Grade 6

	MHS	YUSD	Diff	
Average Score	2622.5	2525.5	97.0	Above District
Standard Exceeded	50.00%	22.43%		
Standard Met	50.00%	24.3%		
Standard Nearly Met	0.00%	23.36%		
Standard Not Met	0.00%	29.91%		



**Grade 7**

	MHS	YUSD	Diff	
Average Score	2535.6	2507.3	28.3	Above District
Standard Exceeded	0.00%	8.85%		
Standard Met	14.29%	18.58%		
Standard Nearly Met	71.43%	33.63%		
Standard Not Met	14.29%	38.94%		

**Grade 8**

	MHS	YUSD	Diff	
Average Score	2571.9	2552.8	19.1	Above District
Standard Exceeded	42.86%	19.49%		
Standard Met	0%	16.95%		
Standard Nearly Met	14.29%	26.27%		
Standard Not Met	42.86%	37.29%		

	MHS	YUSD	Diff	
Average of Averages	2516.3	2494.7	21.7	Above District

**Element I: Educational Program****Mountain Home School Charter Vision and Mission Statement**

Mountain Home School Charter's Vision:

The vision of MHSC is to create a rigorous, dynamic and accountable learning community that is built upon voluntary association, parent leadership, personalized student learning, and high academic standards for all students.

Mountain Home School Charter's Mission is to:

- Inspire students to learn and grow to their potential and become responsible contributing community members.
- Assist parents in the education of their students.
- Provide the community with a valid educational alternative.

We will seek to support this mission by:

- Serving as a liaison between the community and the home schooling family; demonstrating to the community the educational soundness and viability of publicly funded, parent-directed education for students.
- Providing a supportive, encouraging environment in which parents can receive high quality training opportunities, teaching resources, mentoring, opportunities for networking, and a structure to support their educational objectives.
- Providing students with learning resources and an environment for enrichment opportunities that encourage them to become self-motivated, competent, lifelong learners.

### **Purpose and Target Student Population**

MHSC will meet the needs of children who, together with their parents, have decided to pursue a home-based, family-centered style of education. Research, history, and our own experience have shown that home schooling, with parents assuming the role of teachers, creates an effective and successful environment for training, maturing and educating children. Parents are natural teachers. Those who homeschool their children expand their loving, nurturing environments to facilitate their children's involvement in learning. These parents know and understand their children better than anyone else.

### **How Learning Best Occurs**

MHSC believes that learning best occurs when parents exercise their necessary and proper role of authority, leadership, supervision and care in the life of their children. Formal education is nothing more than a component part of the wider parental task of raising and preparing children for mature adulthood. Parents, within the family, establish generational vision, cultural identity and personal belief commitments, life goals, and academic priorities. Additionally, it is best within the family to establish the personal character attributes of hard work, sacrifice, risk, deferred gratification, and perseverance. Therefore, MHSC's purpose is not to take over the parental task of educating their children but rather to come along side and support the parent in the academic process of kindergarten through

eighth grade schooling. The parent provides the long-range personal goals for their child and facilitates the daily, hands-on learning process. The school provides support for the parent and the student in the form of goal setting, expert advice, learning assessments, rich and varied curriculum and many optional classroom/ group-learning opportunities.

## **Educated Person in the 21st Century**

To be an educated person in the 21st century, one must have:

- The foundational skills - reading, writing, mathematics, speaking, and listening skills.
- Thinking skills - creative thinking, making decisions, solving problems, being able to look at issues from different perspectives, knowing how to learn, reasoning/logic skills.
- Personal qualities - personal responsibility, self-discipline, goal orientation, personal humility, commitment to truth, conviction of right and wrong and love and respect for others.

Concurrently with these foundational skills, a student must also learn how to:

- Manage resources - time, money, materials, and space.
- Develop interpersonal skills - work with teams, be able to teach others, lead others, work well with people from different backgrounds.
- Deal with information - acquire and evaluate data, organize and maintain files, interpret and communicate effectively, use computers to process information.
- Use different systems - to understand social, organizational, and technological systems, monitor and correct performance, design or improve systems.
- Use technology - select appropriate equipment and tools, apply technology to specific tasks, maintain and troubleshoot technologies.

## **Educational Program:**

Mountain Home School Charter serves those California students residing in Madera County and its adjacent counties in kindergarten through eighth

grade. Parents of these students are seeking a unique educational environment with academic desires which may include:

- A supportive parent led, personalized learning experience.
- Belief that their child's academic needs, whether it be for a more challenging curriculum, a slower-paced curriculum, or a more integrated curriculum, can be met through an individualized education.
- Belief that individual social or emotional needs of their student are best met through a home based program.
- A unique educational philosophy.
- Feel that the acquisition of traditional family values is an integral part of their child's education.

Mountain Home School Charter operates a program that has come to be known as "personalized learning." Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. Voluntary enrollment provides our program with a natural venue for parent and student prerogative. As a school, we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the Charter School works with them as individuals. This methodology, both curricular and instructional, is built around each student's needs, abilities and interests. All students meet with their Advising Teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings the student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student's educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and advising teacher, assessment of the student's academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student's needs. The PLP process is a thorough, formal, but personal system that meets each student's academic needs in a very precise, individualized and responsive way.

Mountain Home School Charter believes that incorporating and empowering parents within the educational process is important, and is an essential part of how we operate as a charter school. The parents' priorities, their leadership and their daily hands-on involvement are critical to the progress and success of each student. This involvement is guided by a credentialed teacher who has also been trained as an advisor, counselor, and curriculum specialist. The advising teacher works closely with both the student and the parents through frequently scheduled meetings. The advising teacher serves as an instructor, guide and counselor for the student's entire learning program. This provides great continuity for the student's overall educational program. The advising teacher insures that each student's learning needs are assessed appropriately, that their goals are both rigorous as well as reasonable and that the student is progressing toward the personalized learning goals.

This personalized learning methodology is implemented in a variety of ways. Students at MHSC are provided with options for Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), remaining State Content Standards, and English Language Development Standards ("ELD") (collectively referred to herein as "State Standards") aligned direct classroom instruction in Mathematics, Science, English Language Arts, Social Studies and Art. Students are also provided with a wide selection of high quality State Standards-aligned curriculum and instructional materials which students utilize independently. Mountain Home School Charter provides a multiple measures approach in assessing every student. Each student's progress is continually monitored through a variety of assessments. These assessments include the annual State Smarter Balanced Assessment and the Let's Go Learn online assessments. This information is regularly evaluated and shapes their personalized learning plans.

Our curricular program supports the ability to create programs that serve pupils of diverse learning needs, ability, and backgrounds. We offer a wide selection of CCSS-based curriculum that supports independent learning. This personalized curriculum emphasizes learning responsibility from students, multiple assessment methods, learning style, pace, and preferences. Our curriculum requires frequent one-on-one interaction with those instructing our students, greater parental involvement, and direct pupil decision making participation. Our personalized learning model blends learning environments both within and beyond the classroom, including on-

site classes, home-based instruction, online instruction, and community-based instruction.

Students and their parents meet with their advising teacher on a regularly scheduled basis, at least once every twenty school days. At this meeting the student's learning objectives are established for the next learning period, assignments are given, the student's completed work is reviewed and assessed by the advising teacher, the parent is provided guidance as needed and the student is provided tutoring. At the beginning and end of the school year each student is assessed academically with the Let's Go Learn or NWEA programs. The results of these assessments help guide the student's academic program for the year.

### **MHSC Goals and Actions to Achieve the Eight State Priorities**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <http://www.mountainhomecharter.org/lcap.html>. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

### **Student to Teacher Ratio**

The total “full time equivalent” (FTE) ratio of students to teachers for Mountain Home School Charter shall not exceed 25:1 as defined by Education Code Section 51745.6(d). However, any individual full-time Charter School teacher’s assigned student load will vary based upon Charter School and student needs.

### **Serving Students with Disabilities**

MHSC shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

MHSC shall be categorized as a local educational agency for the purposes of special education in accordance with Education Code Section 47641(a).

MHSC shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

MHSC shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by MHSC shall be accessible for all students with disabilities.

## **Serving English Learners**

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

## **Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

## **English Language Proficiency Assessment**

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment (“IA”)**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (“SA”)**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready



to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

## **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### **Strategies for English Learner Instruction and Intervention**

ELs will have daily access to the core curriculum and will be taught in an English language program with support from the Advising Teacher. Just as Rosetta Stone will provide high-quality foreign language instruction for our students, it also will help our ELs master English through a variety of engaging, interactive tools to develop language proficiency, including live tutoring. ELs also will receive more site-based help, which will help ELs access the core curriculum, and/or one-on-one tutoring developed to meet the specific language needs of the student. Instructional techniques, assessments, materials and approaches will be focused on communicative competence and academic achievement covering listening, speaking, reading and writing skills (aligned with English Language Development Standards and CCSS) in all areas of the curriculum. ELs will receive EL and core content instruction appropriate for their English proficiency and grade levels.

Our goal will be to ensure quality services that enable ELs to attain English proficiency and to have full access to the range of educational opportunities afforded all students. Faculty will receive professional development and coaching, as necessary, in working with ELs to meet the ELD Standards. The

Principal or designee will serve as the EL Coordinator and will collaborate with each teacher regarding the specific language needs of our EL students.

Teachers at Mountain Home School Charter will employ SDAIE strategies: (notably, these strategies are beneficial for all students, not just English Learners)

Sheltered Instruction / Specially Designed Academic Instruction in English (“SDAIE”)

Sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. The teachers at Mountain Home School Charter will engage in the following practices to support universal access of subject matter content for all students:

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.

### **Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.

- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

## **Element 2: Measurable Pupil Outcomes**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <http://www.mountainhomecharter.org/lcap.html>. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

Annual individual goals and objectives for each student will be written collaboratively by student, parent and Advising Teacher, in the PLP. The basis for these will be Mountain Home School Charter's grade level objectives,

which are based upon the CCSS. This will be accomplished with the understanding that the nature of home schooling may require modification of the goals and objectives throughout the school year. The supervising teacher will monitor student progress toward completion of goals every 1 to 4 weeks.

The measureable student outcomes of Mountain Home School Charter include, but shall not be limited, to the following:

### **Element 3: Methods of Measuring Student Progress**

Goals	Measurement
Students will be encouraged to be self-motivated, competent, and lifelong learners through self-directed learning opportunities that are initiated and pursued by the student and parent. This sense of ownership will be enhanced through activities, special classes, and field trips that reflect the parent and student interests.	<ul style="list-style-type: none"> <li>• Student Personalized Learning Plan (PLP) Portfolios</li> <li>• Class enrollments</li> <li>• Annual survey responses</li> <li>• School instructional schedule</li> </ul>
Year over year improvement for 80% of students per cohort according to state testing data.	<ul style="list-style-type: none"> <li>• State testing results</li> </ul>
80% of our students participating in the Let's Go Learn or NWEA assessments will show improvement through each academic year.	<ul style="list-style-type: none"> <li>• Let's Go Learn or NWEA results</li> </ul>
Demonstration of knowledge and academic skills attained across major subject areas through integrated learning	<ul style="list-style-type: none"> <li>• Student PLP portfolios</li> <li>• Journal summaries</li> <li>• Presentations</li> <li>• Teacher observations</li> </ul>

The methods by which student progress will be assessed will include, but not be limited to, the following:

- Collection and review of student work every 1 to 4 weeks

- Demonstration of skills (written responses of all kinds, oral reading, oral and visual presentations, etc.)
- Parent and supervising teacher observation and formal and informal assessments
- Participation in the required state testing
- Let's Go Learn assessment
- NWEA assessment
- Annual portfolios (optional)
- Monthly journals summarizing student learning (work, activities, practice, accomplishments, etc.) (optional)
- Other tests (to be determined)

Advising Teachers will record the assessments of individual student work on a MHSC Student Evaluation Form. These will be kept on file in the Mountain Home School Charter office. At the end of each school year, a copy of the form will be placed in the Cumulative Record and a copy will be given to the parent.

#### **Element 4: Governance**

Western Sierra Charter Schools, a California Non-Profit Public Benefit Corporation, will operate and govern the Mountain Home School Charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

The Charter School will be governed pursuant to the Bylaws adopted by WSCS's Board of Directors, and subsequently amended pursuant to the amendment process specified in the Bylaws. The Board of Directors' major roles and responsibilities will include establishing and approving all major

educational and operational policies, approving all major contracts, approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs, hiring and firing all staff and evaluating the Executive Director. WSCS's Board of Directors will include qualified staff, parents and community members. This shall be the primary means of ensuring parental involvement in the governance structure of the Charter School. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors.

The Board of Directors will be composed of representatives of the following constituencies:

- a. Two parents from the Fresno Resource Center
- b. Two parents from the Oakhurst Resource Center
- c. One teacher from the Fresno Resource Center
- d. One teacher from the Oakhurst Resource Center
- e. One representative of the Yosemite Unified School District Board
- f. One community member

The Board of Directors will evaluate the Mountain Home School Charter program annually. They will look at all aspects of the Charter School program, its effectiveness, and its compliance with the charter. The WSCS Board of Directors will be responsible for recommending changes to the program and for recommending amendments to the charter, if needed. All recommended amendments to the charter will require a majority vote of the Board of Directors. Material revisions to the charter must ultimately be approved by the Yosemite Unified School District Board of Trustees.

The Executive Director of Mountain Home School Charter, or his or her designee, may report to Yosemite Unified School District Board of Trustees at its regular board meetings.

As the Mountain Home School Charter is a public entity and its officials are considered to be public officials with the State's public school system, Mountain Home School Charter will make every effort to avoid conflicts of interest in all of its official actions. Given that the unique character and purpose of charter schools often results in employees serving on governing

boards, the Charter School will not be expected to maintain an absolute ban on contracts between the Charter School and any Governing Board Members, which would preclude such service by employees. Rather, Mountain Home School Charter agrees that, at a minimum, it shall comply with the conflict of interest laws governing California non-profit public benefit corporations. (Under the non-profit corporation standards, for example, up to 49% of the governing board may be "interested," although they cannot vote on those matters in which they have a financial interest. Thus, if a teacher serves on the Charter School Governing Board, that teacher may not vote on or participate in decisions on teacher salaries, benefits, raises or conditions of employment.)

## **Parent Involvement**

MHSC is built from the ground up on parent leadership. We do not seek merely to recruit parents to help us accomplish our plans and purposes as a school. Rather we understand our role to be to help the parents accomplish their plans and purposes with their students. The MHSC methodology requires parents to be dedicated to their child's education in a daily, hands-on way. We maintain an open-door philosophy to encourage parent input in planning, teaching, and organizing the MHSC program. The Western Sierra Charter Schools Governing Board includes four parents on its eight member board. Furthermore, as part of their agreement with the school, parents (or assigned responsible adult) will:

- Participate in an orientation meeting with the staff to discuss parent responsibility and to determine goals and objectives for their individual students.
- Teach their children in all subject areas, keep a record of studies, and keep a file of student work.
- Schedule appointments and meet with the supervising teacher and student at least once every one to four weeks, bringing record of studies and samples of work for each student.
- Be encouraged to participate in a minimum of one Charter School sponsored event or activity per semester.
- Stay informed of current events and activities offered at the Charter School by any or all of the following means:
  - Reading MHSC monthly newsletter
  - Checking the School website



- Listening to the Charter School's "all call" phone messages
- Noting the school bulletin board for information
- Checking the individual family "mailbox" for messages

## **Element 5: Employee Qualifications**

All MHSC core teachers must hold a valid California teaching credential as well as a knowledge and experience base identified on the job description of a charter school teacher.

WSCS may also employ or retain non-certificated instructional support staff in any non-core, non college preparatory course where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. All non-instructional staff will possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies.

## **Element 6: Health and Safety Procedures**

The Mountain Home School Charter will comply with the provisions of Education Code Sections 44237 and 45125.1 regarding fingerprint and background checks for employees and contractors. Employees and students will be required to maintain all health and immunization standards and records, and other records as required by Education Code (EC) Section 49406, EC 47612.5(3)(e), Health and Safety Code Sections 120325-120375, Title 17, California Code of Regulations (CCR) Sections 6000-6075 and Title 5, CCR Section 11963. Credentialed employees must be trained in first aid and CPR.

The MHSC has adopted a set of Health and Safety policies that contain information about how the Charter School will provide health screenings required by law.

## **Element 7: Racial and Ethnic Balance**

Mountain Home School Charter will strive to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. (See Appendix I)

## **Element 8: Admissions Requirements**

MHSC requires enrolled students to be residents of California and residing in Madera County or its adjacent counties. Kindergarten students may be enrolled if they have their fifth birthday on or before September 1st of the current school year, or as allowed by applicable law.

Admission will not be determined according to the place of residence of the students or parents. Prior to students and parents being enrolled into Mountain Home School Charter, they will be required to:

- a) Read the Mountain Home School Charter philosophies as outlined in the MHSC Parent Handbook.
- b) Verify that their enrollment in the Charter School is strictly voluntary.
- c) Sign an agreement that must stipulate all of the following:
  - 1) Parents, or other responsible adults, must be available to assist the student in reaching educational goals.
  - 2) Parent, or other responsible adults, will be involved in academic support.
  - 3) Parents, or other responsible adult, and student must attend scheduled progress meetings.
  - 4) Parent will sign and promptly submit monthly attendance records to the Charter School attendance clerk.

In the event that applications for enrollment exceed the Charter School's capacity, a public random drawing for admission shall be held. Currently enrolled students will be exempt from the drawing and are guaranteed admission for the following year. Preference shall be extended to siblings of

students admitted to or attending the Charter School, children of employees and pupils who reside in the District.

### **Public Random Drawing Procedures**

In the event a lottery is necessary, the lottery will be held in a public setting. Public notice will be posted with the date and time of the public drawing, at least two weeks prior to the drawing. Public notice for the lottery will be distributed to families who have submitted applications and will be posted at Mountain Home School Charter and on the Charter School's website. Additionally, the date, time, and location of the lottery will be stated in the application and marketing materials. The lottery will take place at Mountain Home School Charter. The lottery will be held after school hours or in the evening. The lottery will be conducted by the Executive Director, or by his/her designated school employee(s).

In accordance with the Education Code and applicable federal guidance,<sup>1</sup> admission preferences in the case of a lottery shall be given to the following students in the following order:

- (1) Siblings of students, including foster siblings, admitted to or attending the Charter School;
- (2) Children of teachers or staff of the Charter School
- (3) Residents of the District.
- (4) All other applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board may review and revise the admission policy and procedures, including admission preferences, as necessary.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces will be pulled by the Executive Director-designated lottery official, and recorded by a Charter School employee.

Students who are not granted enrollment for the next school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. In no circumstance will a wait list carry over to the following school year. Non-admitted students must reapply for the following year.

Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the Charter School's main office for inspection upon request. Each application will be kept on file for the academic year with the applicant's assigned lottery number in the Charter School database and on his or her enrollment application.

Parents will be informed of lottery results in writing within 10 days of the lottery. Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of receiving the letter to accept that spot. The Charter School will hold a voluntary Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

## **Element 9: Independent Financial Audit**

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Western Sierra Charter Schools on behalf of Mountain Home School Charter will arrange for an annual audit. The audit will be prepared by a qualified Certified Public Accountant who has educational institution audit experience and is approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the Charter

School's financial statements, attendance and enrollment, accounting practices, and review the Charter School's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. WSCS administrative staff will review any audit exceptions or deficiencies and report to the WSCS Board with recommendations on how to resolve them. The WSCS Executive Director or Chief Business Officer will report to the YUSD Superintendent or designee regarding how the exceptions and deficiencies have been or will be resolved, to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## **Element 10: Suspensions and Expulsions**

Students of the MHSC may be disciplined or dismissed from the charter school for persistent noncompliance with the terms of this charter and the independent study master agreement. The procedures for discipline and dismissal are outlined in the Charter School's Student and Parent Handbook. (See Appendix 2: Students and Parent Handbook)

## **Element 11: Retirement Systems**

All certificated employees of Mountain Home School Charter will participate in the State Teachers' Retirement System (STRS) or the Public Employees Retirement System (PERS) as appropriate. All non-certificated employees of Mountain Home School Charter will participate in PERS and federal social security.

WSCS will ensure that appropriate arrangements for coverage have been made. Further, WSCS will ensure that all other employee and payroll related matters including; workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer will be processed appropriately.

## **Element 12: Public School Attendance Alternatives**

No student may be required to attend the Charter School. Students who reside within the boundaries of YUSD who choose not to attend MHSC may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in MHSC will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## **Element 13: Employee Return Rights**

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at MHSC will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

As a general rule, MHSC will recognize up to five years of prior service credit. However, MHSC may recognize more years of service depending on the needs of the school at that time. Sick or vacation leave at the

District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

#### **Element 14: Dispute Resolution**

- **Intent**

The intent of this dispute resolution process is to: (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

- **Disputes Arising from within the Charter School**

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School. The Charter School shall maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

- **Disputes between the Charter School and the District**

In the event that the Charter School or the District have disputes regarding the terms of this charter, both parties agree to follow the process outlined below.

In the event of a dispute between the Charter School and the District, the staff and governing board members of the Charter School and District agree

to first frame the issue in written format and refer the issue to the Superintendent of the District and Executive Director of MHSC.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of the Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be binding.

## **Element 15: Closure Procedures**

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The Executive Director of the Charter School, or other person as determined by the Board, shall be responsible for closure-related activities.

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

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and



students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

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

Upon closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the non-profit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

## **Miscellaneous Provisions**

### **Budget and Financial Reporting**

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. In addition to the financial reporting that is legally required for Public Charter Schools, Mountain Home School Charter will, for each interim financial report cited in paragraph 3, 4, and 5 below, provide the district with a budget projection for the two years subsequent to the approved annual budget. Additionally, MHSC will provide the District with the two prior year's (historical) ADA.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

## **Administrative Services**

The MHSC will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through appropriately qualified third-party contractors.

## **Facilities**

Mountain Home School Charter's primary location for all educational and administrative services is in Madera County within the geographical boundaries of Yosemite Unified School District. The address is: 41267

Highway 41, Oakhurst, CA. Additionally, pursuant to Education Code Section 47605.1(c), Mountain Home School operates an educational resource center in Fresno County within the geographical boundaries of Fresno Unified School District. The address is: 777 W. Shaw Ave., Fresno, CA 93704.

## **Oversight and Renewal**

The Yosemite Unified School District may inspect or observe Mountain Home School Charter as necessary pursuant to Ed. Code Section 47604.32 and 47607. Mountain Home School Charter shall meet the minimum academic performance requirements for renewal pursuant to Ed. Code Section 47607. Per Education Code 47613(a) YUSD shall receive 1% for supervisorial oversight. This payment will be made annually at the closing of the fiscal year.

## **Term of the Charter**

The term of this charter shall begin on July 1, 2019 and expire after five years on June 30, 2024.

## **Material Revisions**

Any material revisions to this charter shall be made upon the mutual agreement of the governing boards of the Charter School and the District. Material revisions shall be considered pursuant to the standards, criteria, and timelines in Education Code Section 47605.

## **Severability**

The terms of this charter petition 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 Yosemite Unified School District and Western Sierra Charter Schools. The District and School agree to meet to discuss and

resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

## **Insurance**

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. At this time, Mountain Home School is a member school with California Risk Management Authority and is insured with the same coverages as YUSD. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

## **Potential Civil Liability**

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit 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 all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.