

Delta Home Charter School
A California Public Charter School



RENEWAL PETITION

Renewal Term:
July 1, 2019 – June 30, 2024

Submitted to:
New Jerusalem Elementary School District
Board of Trustees

January 10, 2019

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Dr. Jeff Tilton, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Delta Home Charter School (“DELTA” or the “Charter School”), operated by New Jerusalem Elementary School District, which is located within the boundaries of the New Jerusalem Elementary School District (“District” or “NJESD”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School shall follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)];
- Shall declare New Jerusalem Elementary School District as the exclusive public-school employer of the employees of Delta Home Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)];
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)];
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)];
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)];
- Shall admit all pupils who wish to attend the charter school and who submit a timely application unless the charter school receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process with preferences in the public random drawing provided in accordance with Education Code Section 47605(d)(2). Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the charter school shall not be determined according to the place of residence of the student or his or her parents within the state. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand. [Ref. Education Code Section 47605(d)(2)(A)-(C)];
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”);
- Shall meet all requirements for employment set forth in applicable provisions of law including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)];
- Shall ensure that teachers in the charter school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)];
- Shall always maintain all necessary and appropriate insurance coverage;
- Shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a report card or 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 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)];

- The Charter School shall on a regular basis consult with its parents and teachers regarding the charter school's education programs. [Ref. Education Code Section 47605(c)];
- 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)];
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1];
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610];
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act;
- The Charter School shall comply with the Public Records Act;
- The Charter School shall comply with the Family Educational Rights and Privacy Act;
- The Charter School shall comply with the Ralph M. Brown Act; and,
- The Charter School shall meet or exceed the legally required minimum number of school days as required in Title 5 California Code of Regulations Section 11960 and legally required annual instructional minutes for the grade levels being served as required by Education Code Section 47612.5(a)(1)(A)-(D).

Jeff Tilton, Ed.D.

Date

Lead Petitioner and Deputy Superintendent, Educational Services
New Jerusalem Elementary School District

INTRODUCTION

Who We Are? Delta Home Charter School

Delta Home Charter School serves students in grades TK-8 who seek homeschooling or independent study opportunities. The school supports student learning through both online curriculum and individualized instruction led by qualified teachers. Delta Home Charter School is an educational opportunity that offers California standards-aligned curriculum, instruction designed to maximize the growth of all students, and a goal-oriented program of helping every student realize his or her potential.

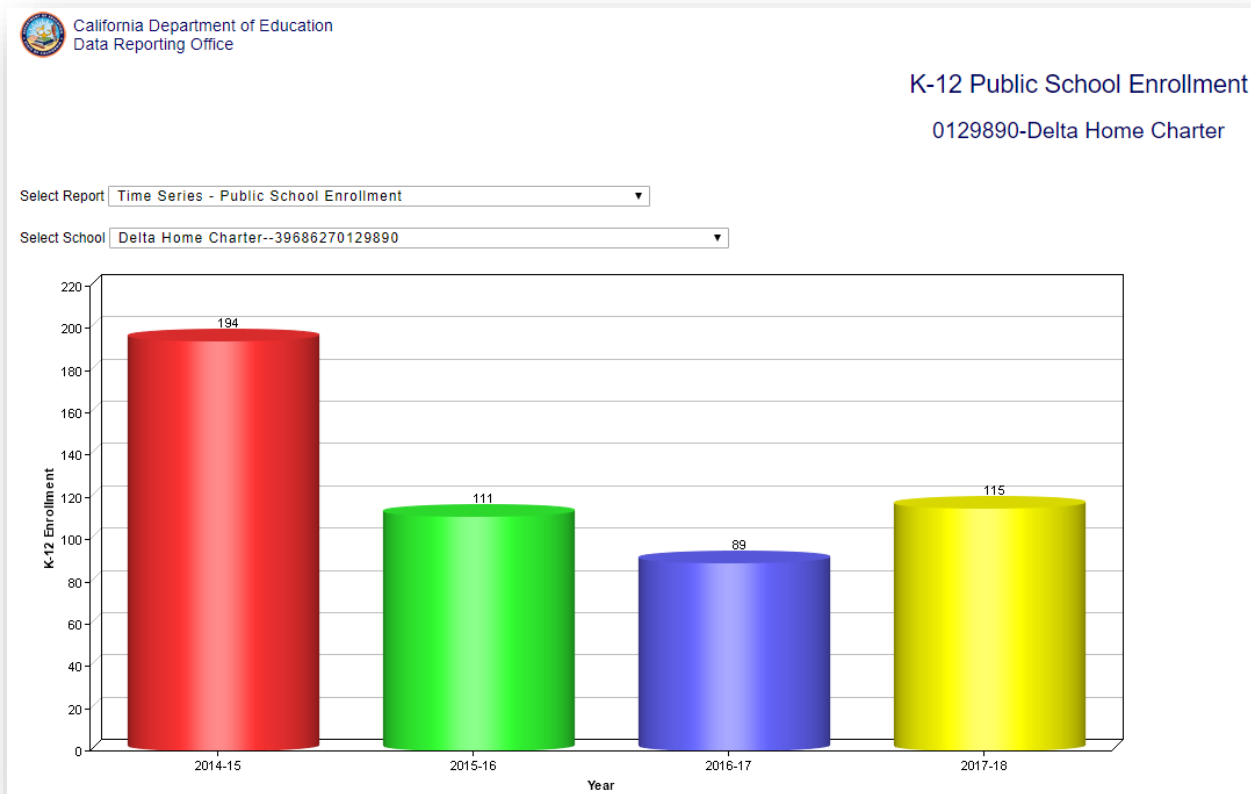
Delta Home Charter School: Meeting the Needs of the Community

Students attending Delta Home Charter School typically enroll after unsuccessfully navigating the traditional system or having never entered a traditional setting. Delta Home complements the public schools in the region by filling a popular option for families who choose to homeschool their children.

Students at all grade levels require formal instructional support from certificated teachers to supplement education at home by committed parents. This support ensures results equal to or better than the surrounding schools. Families who choose independent study or schooling at home have the support of credentialed teachers at Delta Home as they work toward the goal of having the students reach proficient or advanced levels in the core subject areas, as supported by data from a triangulation of measures.

Student Enrollment

Delta Home has enjoyed consistent enrollment since the transfer of governance from Academy of Arts and Science in fiscal year 2015-2016. Of note, prior to the transfer, the school administered by AAS was a K-12 school. It was revised to a TK-8 school following the transfer.



Grade Level Enrollment

The enrollment continues to grow in all grade levels. As of Monday, November 13, 2018, the enrollment was 215 students.

Delta Home													11/13/2018 11:24:48 AM				
2018-2019													Active Students Report		Page 1		
SC	School	PS	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
6	Delta Home		23	14	16	13	15	10	18	38	36	32					215
District Total:			23	14	16	13	15	10	18	38	36	32					215

English Learners

Delta Home takes pride in serving English Learners (“EL”). In 2017-2018, 6.1% of the student population was classified as English Learner.

Socio-Economic Level

There are two indicators for identifying socioeconomic status. The primary indicator of socio-economic status is the number of students who would be eligible for free or reduced lunches, if lunches were offered. The other indicator used to identify socio-economic status is the education level of parents. There is a wide- range of educational backgrounds within the school community. Nearly 50% of Delta Home students qualify as socio-economically disadvantaged.

Special needs

Delta Home Charter School provides high quality services and support to students with special needs. All Individualized Education Plans (IEPs) are compliant with state and federal laws and regulations. Delta Home is part of the El Dorado County Office of Education Charter Special Education Local Plan Area (SELPA). Delta Home provides its own special education services and supports. Delta Home has full-time Resource Specialists who provide specialized academic instruction, a School Psychologist who conducts all assessments and provides counseling services, and a School Nurse who conducts health assessments.

TK through 5th grade Curriculum

The Transitional Kindergarten program is a site-based program where parents can choose to bring their students for half a day or a full day, depending on the child’s needs. All curriculum is taught in the morning and enrichment activities such as art, music and science are presented in the afternoons. Journeys is taught for Language Arts and Go Math is the curriculum used for mathematics. Students are tested, utilizing Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) scores, in the fall, winter and spring. Students begin utilizing the Hybridge Pathblazer program as a supplement during the second semester to help reach proficiency.

The curriculum in grades Kindergarten through 5th grade consists of state-adopted texts supplemented with individualized student materials to augment standards-based learning. Students have a choice of Houghton Mifflin, Reading Street, or Journeys in Language Arts. For math, students can choose from Excel, Saxon, Go Math, or Envision. Hybridge Pathblazer is the online program that can be used as core curriculum for math and reading or just as a supplement to the core subject areas. Other online supports include Moby Max and Studies Weekly.

6th grade through 8th Grade Curriculum

The curriculum in grade 6 consists of Journeys, Pearson and Houghton Mifflin for Language Arts. For 7th and 8th grade language arts, Pearson is available. Math curriculum includes Saxon and Prentice Hall. Edgenuity is the online coursework. As identified by the NWEA MAP assessment, students that require intensive intervention in Language Arts or Math are given Individualized Learning Path (ILP) courses that match up to their MAP scores. Students who perform above grade level on the NWEA MAP can take advanced courses through Edgenuity ILP classes, according to their MAP scores.

CAASPP Student Achievement (English Language Arts)

Delta Home Charter School’s students continue to “meet” or “exceed” the standards for English Language Arts on Smarter Balanced assessment. For 2017-2018, students who met/exceeded the standard was 25.89 percent compared to a similar charter school, Sacramento’s Community Collaborative Charter, which hit just 18.83 percent.

All Grades		
Overall Achievement		
Achievement Level	Community Collaborative Charter	Delta Home Charter
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4 [Ⓢ]	4.48 %	6.25 %
Standard Met: Level 3 [Ⓢ]	14.35 %	19.64 %
Standard Nearly Met: Level 2 [Ⓢ]	25.11 %	33.04 %
Standard Not Met: Level 1 [Ⓢ]	56.05 %	41.07 %

CAASPP Student Achievement (Mathematics)

In Mathematics, Delta Home’s students who met/exceeded the standard was 14.04 percent compared to Community Collaborative Charter’s 6.22 percent.

All Grades		
Overall Achievement		
Achievement Level	Community Collaborative Charter	Delta Home Charter
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4 [Ⓢ]	0.44 %	7.02 %
Standard Met: Level 3 [Ⓢ]	5.78 %	7.02 %
Standard Nearly Met: Level 2 [Ⓢ]	12.00 %	33.33 %
Standard Not Met: Level 1 [Ⓢ]	81.78 %	52.63 %

Case for Renewal

Based on the CASSP data, Delta Home Charter School demonstrates the charter school is academically successful and should thus be granted a five-year renewal term pursuant to the California Education Code.

Delta Home Charter School’s Plans to Improve

Delta Home Charter School continues to successfully build the foundations of a solid academic and enrichment program. Over the next five years, the staff would like to create more opportunities including college- and career-ready courses.

Delta Home Charter School staff will strive to increase the number of English Learners eligible for reclassification.

The staff will continue to recognize the importance of parental communication. It will increase parent outreach through a greater emphasis on communication in English and in the home language of the families.

A Strong Foundation for Delta Home Charter School

The New Jerusalem Elementary School District Board of Trustees and NJESD administration clearly have the capacity to ensure an excellent academic and fiscal record for Delta Home Charter School. NJESD has a strong record of leadership, stability, and fiscal responsibility. It has the proven administrative capacity to continue to manage and safeguard public funds for Delta Home Charter School in the same high-quality manner it has done since the 1990s when the district started developing charter schools.

NJESD has a record of outstanding academic success serving distinctly different student populations including college- and career-preparatory homeschool, college- and career-preparatory site-based, at-risk student populations (including gang affiliated youth and teen parents), English Learners, and socioeconomically disadvantaged students. This is evident in the fact that nearly all NJESD charter schools have earned accreditation through the Western Association of Schools and Colleges (WASC).

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.”

--California Education Code Section 47605(b)(5)(A)(i)-(iii)

Mission

The School believes in educating each of its students for the 21st century by providing individualized learning opportunities in small learning communities that incorporate meaningful parental participation, choice, and involvement with curricula emphasizing personalized learning environments.

Description of an Educated Person in the 21st Century

An educated person in the 21st century global economy is an individual that is a self-motivated, competent, and lifelong learner. The educated person can read, write, speak, and problem solve both independently and collaboratively in a variety of settings. The goal of Delta Home Charter School helps instill in students a desire to use their acquired knowledge and skills to benefit their local community as well as the world in which they live. The educated person will reach proficiency in the California state standards from grades Transitional Kindergarten through the 8th grade.

Delta Home supports high expectations of all students. Students of all levels and abilities respond well to high expectations coupled with positive interaction from caring and well-trained mentors and thus achieve greater academic success in this model.

Delta Home Charter School shall provide all students the opportunity to take the courses. It offers learning opportunities that best fit the students helping them to reach their goals while making them successful as 21st century educated individuals. The teacher, the parent and the entire staff shall support the students in all courses and subject areas. Delta Home Charter School expects every student to have a choice in the educational decisions that are appropriate to their long-term learning goals from Transitional Kindergarten through grade 8. Hence, parents and students shall utilize school resources to ensure that standards-based knowledge and skills are addressed at every grade level. For instance, students will have the opportunity to pursue the arts, music, science, math, and history in individual courses. The goal will be for each student to reach academic proficiency.

How Learning Best Occurs

Delta Home staff believe learning best occurs when a variety of modes and methods of instruction are implemented so all students are held to high academic and behavioral standards. Efforts made by parents, teachers, administrators, and the community will help achieve the goal of preparing 21st Century learners. Delta Home Charter School’s basic educational methodologies to maximize learning include:

- One-to-one teaching through student-tailored, state standards-based curriculum;

- Students take the NWEA/ MAP test in fall, winter, and spring. Test scores are used to create student specific work through Rasch Unit (RIT) scores and direct one-on-one support from teachers;
- Students are encouraged to work at the most rigorous pace that their schedule allows and to take advantage of the support systems in place that help expedite learning and create self-motivated learners;
- Students utilize curriculum that best suits their learning style; and,
- Informal networks are developed throughout the school between teachers, students, parents, staff, and other stakeholders as academic opportunities arise.

Objectives of Delta Home Charter School

The objectives of Delta Home Charter School include, but shall not be limited to, the following:

- Delta Home Charter School serves students from all social and economic groups;
- Delta Home Charter School provides a personalized education experience that offers a distinctly different choice in public education for families;
- Students learn through a variety of mediums including textbooks, online resources, virtual classes, and one-to-one teacher support; and,
- Delta Home Charter School enables students to become self-motivated, competent, and lifelong learners

Targeted School Populations: Delta Home Charter School's Students

Delta Home staff believe that all students should have access to individualized learning regardless of barriers and current abilities. With a clear and focused vision for every student, the school offers resources that actively support students' needs from the start rather than forcing students to seek out help once they fall behind. The school fits the student rather than forcing the student to fit the school. Most importantly, Delta Home Charter School accepts students in grades TK-8, allowing individuals a unique, family-focused learning experience.

The educational program identifies and builds on the strengths of our students and incorporates those strengths into all areas of their academic and social pursuits. By focusing on the strengths of the students, the school steers students towards successful choices for post-secondary educational opportunities.

Delta Home Charter School educates students that reflect California's diversity. Delta Home Charter School conducts outreach to students through word of mouth and local publications if a group is not reasonably represented.

Benefits of an Independent Study and Homeschool Program

Delta Home supports the fluidity and adaptability of an independent study program to meet the individual needs of each student. The traditional educational system meets the needs of most students; however, there are families seeking a more personal, explicit, clear instructional plan for their student that includes a voice in the curriculum and resources used and an opportunity to participate in the education of their children.

Independent study programs do not offer all the opportunities that site-based schools offer, and the students realize this upon enrolling. Instead, the students take advantage of community-based opportunities such as local parks/recreation districts, Boys and Girls Clubs, vendors, and activities using fingerprinted vendors based on the interests and needs of the students. Many students are active participants in parent cooperatives where students meet to work on coursework, take educational excursions, and enjoy social outlets.

Individualized Instruction and Accessing Expanded Curricular Opportunities

Delta Home Charter School curriculum follows the state standards, with implementation of the Common Core Standards as a priority. Students' courses in the core subjects mirror the traditional programs to the extent that the state standards guide the curriculum that will be chosen as well as the monitoring of student achievement. Yet, unlike a traditional school, the qualified teacher, content area specialists, and the parent will adjust pacing using formative assessments to increase the rate at which a student gains mastery. An important element of individualized instruction is the discussion with each student and parent regarding the interests and needs that will augment the student's learning experience.

Curriculum and Content

The course of study at Delta Home Charter School focuses on the traditional curriculum areas of mathematics, English, science, history, and the arts. The entire program is designed to meet students at their current level and then to ensure their grade level proficiency with the state standards as a gauge.

Teachers shall meet the credentialing requirements contained in Education Code section 47605(l).

Annual Calendar

The school will offer instruction for at least 175 days a year using independent study contracts and following all applicable independent study laws (Education Code Sections 51745-51749.6, and implementing regulations), including expectations and requirements for attendance. The calendar will be like other schools under NJESD while being cognizant of NJESD calendars.

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

Since Delta Home Charter School serves grades TK-8, this component of a California Charter School petition does not apply.

Transitional Kindergarten

Parents of transitional kindergarteners and Delta teachers work together to find curriculum that best fits the needs of each early learner. Using California Common Core State Standards for Kindergarten) and early benchmark testing, teachers can find the best individualized curriculum for every TK learner.

Technology

Delta Home Charter School uses technology to support and enhance student learning. As the Smarter Balanced Assessment Consortium continues to move forward, students are trained in using the tools required by the standardized test. The school utilizes software programs and resources aligned with the state standards. The programs include NWEA MAP and Edgenuity's solutions.

As technology advances, programs listed will be complemented with new products or even replaced with improved ones. In addition, students use desktop programs including the Microsoft Office suite (Word, Excel, and PowerPoint).

Plan for Students who are Academically Low Achieving

All students have access to state standards-based curriculum along with the support services offered by the school. The students are assessed in reading by the NWEA MAP assessment to determine their independent and instructional reading levels. Students two or more grade levels below in reading are placed in intervention. Along with the academic assessment, the students' report cards will be analyzed. NWEA MAP assessments also determine if gaps exist in students' academic background.

The staff interviews students and parents to determine whether other factors will interfere with the academic progress expected at the school. These same measures to determine whether a student is at at-risk will also be used to exit the student from this category once the student closes the gap in both learning and performance.

The school uses authentic assessments to determine the academic level of students. Students are provided experienced, qualified tutors as needed who are available to supplement the online programs in addition to their qualified teachers, as well as opportunities to participate in additional instructional experiences in the community. When students become deficient in their mastery of one or more standards, the entire system mobilizes to make sure that students are identified and re-taught. Low performing students are provided support with their daily work while catching up with skills and concepts that they do not understand. All Delta Home Charter School students will remain competitive with their peers at the traditional public schools while maintaining a focus on their future goals. Therefore, it is imperative

that each teacher consistently and effectively expose Common Core Content Standards and aligns curriculum accordingly and reteaches standards, skills, and concepts not mastered.

Staff development that helps teachers effectively work with at-risk students as well as low achieving students is a critical element of the educational program. Staff development includes modeling effective instructional strategies, using assessment results to guide instruction and intervention, ways to support language acquisition, and scoring and giving feedback on student writing, as well as how to more effectively use online resources.

Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS)

Delta Home Charter School teachers and staff utilize the Response to Intervention Model (RtI) and the Multi-Tiered System of Support (MTSS) to ensure learning occurs even when students do not have success within the current instruction. After an appropriate RtI process, students requiring further modifications other than additional instruction and re-teaching will trigger the Student Study Team (SST). The SST uses a systematic problem-solving approach to assist students; it clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and, serves to assist and counsel the parent, teacher, and student. An SST is a general education function, but at Delta Home Charter School, the special education personnel are involved for continuity. Many students benefit from an SST, including, but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, have behavioral issues, or are having trouble in language acquisition.

Plan for Students Achieving Above Grade Level

To provide effective programs and curriculum for high achieving and gifted students, Delta Home Charter School offers a continuum of approaches and options that meets a wide range of abilities, interests, and learning styles. The NWEA MAP assessment is used as a formative tool along with embedded assessments to determine the areas in which the student will be excelling in the curriculum. Teachers can build advanced learning goals using a variety of tools including individualized instruction, concurrent enrollment, supplemental curriculum, and online age-appropriate support for the student.

High achieving students are also identified based on their grades from their previous schools, as well as interviews with the students, their parents, and their CAASPP scores. Since all learning plans are individualized, the students are accelerated into a higher-level curriculum and courses.

Plan for English Learners

Delta Home Charter School is committed to supporting English Learners (ELs). Delta Home Charter School meets all applicable legal requirements for ELs as it pertains to annual notification of parents, student identification, placement, program options, ELD and core content instruction, teacher qualification and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing modifications. Delta Home Charter School implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. New Jerusalem Elementary School District offers EL training and updates through an English Learner Specialist.

Home Language Survey

Delta Home Charter School administers the home language survey at the time of a student's initial enrollment. In addition, New Jerusalem Elementary School District personnel audits all language surveys against CALPADS for accuracy to support every student eligible for EL support.

English Language Proficiency Assessments for California (ELPAC) Testing

All students who indicate that their home language is other than English are ELPAC tested within 30 days of the initial enrollment if entering a California public school for the first time, or if they have never taken the ELPAC test for another reason.

Reclassification Procedures

Reclassification procedures utilize multiple criteria to determine whether to classify a pupil as proficient in

English including, but not limited to, 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 student's next placement. Parents or guardians are given a description of the reclassification process and are encouraged to participate in the school district's reclassification procedure;
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills of English proficient pupils of the same age that demonstrates that the pupil will be sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English; and,
- A measure of progress in reading comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Delta Home Charter School notifies parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving results. The team uses the ELPAC to fulfill any requirements at the state or federal level.

Strategies for EL Instruction and Intervention

The instructional model used at Delta Home Charter School places heavy emphasis on differentiated instruction to meet the needs of the EL population based on academic and language readiness. Through the well-defined professional development plan that the school has in place, teachers are trained on a variety of instructional strategies to be used specifically with EL students.

For the EL students to make the same academic gains as their peers, Delta Home Charter School emphasizes access to the state-adopted materials with ELD Standards embedded and online support to ensure that EL students will have the same core base of knowledge. Beyond that, the EL students are provided with the supplementary materials as well as scaffolding devices and extended language learning opportunities, all of which lead to a better understanding of the curriculum.

Academic language scaffolding is another important strategy that teachers use to show students (and their parents) the step-by-step processes they need to engage in to complete tasks on their own. These strategies are shared with the parents as well. Academic language scaffolding includes collaborative, interpretive and productive supports such as modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. Because the students learn in the independent study model, the materials are provided in a variety of methods including online and DVD.

EL students have access to an EL Specialist to assist with strategies and curriculum support. The specialist responsible for the school-wide disseminates the best practices for individual teachers to use with their EL students and directs the process of reclassification.

Plan for Students with Disabilities Overview

Delta Home Charter School complies 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).

Delta Home Charter School is a member of the El Dorado Charter Special Education Local Plan Area (SELPA) in accordance with Education Code Section 47641(a) and hereby acknowledges its responsibility as an LEA. Delta Home Charter School receives state and federal revenues directly, in accordance with the SELPA's allocation plan. Delta Home Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA. Delta Home Charter School complies with all state and federal laws related to the provision of special education instruction and related services. Delta Home Charter School ensures that all children with disabilities enrolled in Delta Home Charter School receive special education and designated instruction

and services in a manner that is consistent with their individualized education program and in compliance with the IDEA. Delta Home Charter School is solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by Delta Home Charter School shall be accessible for all students with disabilities.

Services for Students under the “IDEA”

Delta Home Charter School provides special education instruction and related services in accordance with the provision of special education instruction and related services in accordance with the IDEA and Education Code requirements. Delta Home Charter School has a memorandum of understanding (MOU) with El Dorado Charter SELPA (EDC SELPA).

Delta Home Charter School provides services for special education students enrolled in Delta Home Charter School. Delta Home Charter School developed policies and procedures for 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 for maintaining the confidentiality of pupil records. Delta Home Charter School is exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Program (IEP) development, modification and implementation).

Staffing

All special education services at the charter school are delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. New Jerusalem Elementary School District (NJESD) is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. NJESD ensures that all special education staff hired for Delta Home Charter School will be qualified pursuant to SELPA policies, as well as meets all legal requirements. NJESD is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Delta Home Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. Documentation of qualifications is maintained on site for inspection.

Response to Requests

Delta Home Charter School promptly addresses all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.

Identification and Referral

Delta Home Charter School is responsible to identify, refer, and work cooperatively in locating charter school students who have or may have exceptional needs that qualify them to receive special education services. NJESD adopted and implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil is referred by Delta Home Charter School for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Delta Home Charter School and NJESD follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” has the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Delta Home Charter School and NJESD determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Delta Home Charter School and NJESD work to obtain parent/guardian consent to assess charter school students when it suspects the student may have a qualifying disability under the IDEA.

IEP Meetings

Delta Home Charter School arranges and provides notice of the necessary IEP meetings. IEP team membership in the

meetings complies with state and federal law. Delta Home Charter School is responsible for the following individuals to be in attendance at the IEP meetings: the Principal and/or the charter school designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in regular coursework; the student, if appropriate; and other charter school representatives who are knowledgeable about the regular education program at the charter school and/or about the student. Delta Home Charter School arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

Delta Home Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. All eligible charter school students are provided programs, services, and placements in accordance with the policies and procedures of the SELPA and requirements of state and federal law

IEP Implementation

Delta Home Charter School is responsible for implementation of IEPs and supervision of services. The charter school provides the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards for the charter school's non-special education students. Delta Home Charter School also provides all home-school coordination and information. Delta Home Charter School shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations.

Interim and Initial Placements of New Charter School Students

Delta Home Charter School shall comply with Education Code Section 56325 about students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Delta Home Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Delta Home Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Delta Home Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Delta Home Charter School from a district operated program under the same special education local plan area of Delta Home Charter School within the same academic year, Delta Home Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Delta Home Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Delta Home Charter School with an IEP from outside of California during the same academic year, Delta Home Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Delta Home Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Delta Home Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Delta Home Charter School is solely responsible for selecting, contracting with, and overseeing all non- public schools and non-public agencies used to serve special education students. Delta Home Charter School immediately addresses all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

Delta Home Charter School and NJESD adopted policies and procedures for responding to parental concerns or complaints related to special education services.

Due Process Hearings

Delta Home Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Delta Home Charter School if it determines such action will be legally necessary or advisable. If the parents/guardians file for a due process hearing, or request mediation, Delta Home Charter School shall defend the case. In the event Delta Home Charter School determines that legal representation will be needed, it shall select appropriate legal counsel.

Section 504 of the Rehabilitation Act

Delta Home Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, based on disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Delta Home Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

The Principal assembles a 504 team and including the parent/guardian, the student (when appropriate) and other qualified persons knowledgeable about the student to discuss the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records, including academic, social and behavioral records, and is responsible for deciding as to whether an evaluation for 504 services will be appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is conducted by the 504 team and will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.

Tests that are selected and administered to ensure that when a test will be administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services will be needed to ensure that the student receives a free and

appropriate public education (FAPE). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the charter school's professional staff.

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

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

Instructional Process for Students with Disabilities

Upon enrollment, students that identified as requiring special education services will have their enrollment packet forwarded to the Special Education Coordinator. Typically, the Special Education Coordinator requests the special education file for the student. During this time, the Special Education Coordinator arranges an IEP to ensure the placement will be appropriate for the student. The IEP is held and specific plans will be put into place for the student, with the school offering additional services to the special education students specific to the benchmarks outlined in the IEP.

Teachers of students identified as having gaps in their learning but not identified as special education will have modifications completed using the Student Study Team pre-modification packet as the first step with the Response to Intervention (RtI). The teacher records the specific changes that the students make and any progress or lack of progress that occurred during the following 4-6-week period. Students that do not make improvement with adjusted direct instruction and curriculum are referred to either the Student Study Team for further modifications or the special education team for testing and an initial IEP. Students that qualify for special education are processed through the SEIS system and the students will begin using the agreed upon curriculum and instructional techniques. When students require more resources than available at Delta Home Charter School, this is addressed in the IEP, with resolution to this need determined at that time as agreed upon by the IEP team and outlined in the Parent Handbook.

Staff development for all the teachers regarding special education include the various appropriate interventions for SSTs. In addition, the teachers work individually with the Special Education Coordinator to develop individual strategies for specific cases based on the IEP benchmarks. Students with IEPs have the benchmarks assessed monthly to ensure adequate progress will be occurring and the progress forms will be forwarded to the Special Education Coordinator for review and documentation for the next IEP meeting.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”

--California Education Code Section 47605(b)(5)(B)

Delta Home Charter School meets all statewide standards and conducts all required state mandated student assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. The standards include but are not limited to the CAASPP, CAST, ELPAC, PFT, and any other requirements that are applicable under state and federal law.

Delta Home Charter School’s schoolwide and pupil outcomes align with the mission, curriculum, and assessment systems of the school. The Delta Home Charter School program is designed to help all students achieve a high level of academic success. Students demonstrate the core academic and lifelong learning skills described in the tables below, which are developed to align with the state standards, including the Common Core State Standards, the Next Generation Science Standards and to align with the Eight State Priorities in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). The assessments developed by Delta Home Charter School faculty and administration are subject to review by the New Jerusalem Elementary School District Board of Trustees, the governing body of the school.

Teachers measure progress in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments, and exams.

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

- Demonstrate an understanding of their place in the world through cultural and historical knowledge by applying knowledge from field trip experiences provided by Delta Home Charter School to written and oral assignments and projects;
- Demonstrate an understanding of their place in nature through scientific and mathematical knowledge garnered through hands-on coursework and seminars;
- Apply mathematics as a language which helps us understand natural phenomena and the role of mathematics in human endeavors through the science and math programs offered by Delta Home Charter School;
- Communicate effectively, both orally and in writing, as evidenced by writing assessments, external assessments, and performance and competitions such as school-wide writing tasks and oral competitions;
- Demonstrate understanding that appropriate behavior will be required in a diverse community of scholars by interacting with individuals from all backgrounds both at the school site and on field trips organized by the school;
- Develop a sense of responsibility for their community by continual interaction with community members;
- Demonstrate the use of research skills to study topics in depth;
- Apply technological literacy to access, organize, research, and present information and knowledge;
- Establish and defend a thesis or argument; and,
- Demonstrate academic competencies on core subject benchmark assessments to ensure students advance in their academic readiness for the next grade.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Delta Home Charter School’s goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align 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”).

The current LCAP is on file with the District. Delta Home 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. Delta Home 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. Delta Home Charter School shall submit the LCAP to the District 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 Delta Home Charter School.

Outcomes to Achieve State Priorities

State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • All students will be instructed by fully credentialed teachers in appropriate subject matter. • All students will utilize instructional materials that are standards aligned. • All students will learn in a safe and secure environment. 	<ul style="list-style-type: none"> • School administration will verify evidence of appropriate credentials and authorizations held. • School administration will oversee the implementation of standards-aligned instructional materials. • School administration will monitor standards-aligned lessons through conferences with teachers. • School administration will oversee the building and grounds maintenance to provide a safe and secure physical environment for students and staff. 	<ul style="list-style-type: none"> • School personnel files will verify all teachers meet state requirements for credentialing and authorizations. • Delta Home Charter School will keep a well- maintained school environment as evidenced by clean maintenance and repair records, and fire department audit records.

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

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • Delta Home Charter School will implement the CCSS. • All students will receive instruction based on the state adopted CCSS and ELD standards and EL students will receive additional support including scaffolding and differentiation to access content and increase English language proficiency. 	<ul style="list-style-type: none"> • School staff will be provided professional development regarding the implementation of CCSS. • School administration will maintain collaboration through focused staff meetings to encourage the refinement of instructional practices and adoption of CCSS and ELD Standards. • Teachers will provide accommodations and modification for EL students as necessary. • A data management system will be utilized to monitor student performance, including the student group of EL students. 	<ul style="list-style-type: none"> • All students will receive instruction in CCSS and ELD Standards, as evidenced by: <ul style="list-style-type: none"> • Adopted curriculum that is Common Core and ELD aligned. • Agendas for staff development showing CCSS and/or ELD related professional development. • EL students will make measurable progress in language proficiency and have access to the content areas, as evidenced by: <ul style="list-style-type: none"> • ELPAC scores • Teacher-created formal and informal observations and records. • Performance, formative, and summative assessments.

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

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • Students, parents, and the community will be encouraged to take advantage of activities and events that bring the school and community together. • School administration and staff will strengthen relationships between the school and students/families. 	<ul style="list-style-type: none"> • The school will regularly communicate with students, parents, and the community through newsletters and the school website to engage the school community in daily school activities. • Incoming families to the school will be invited to the school for an orientation with the principal. • DHCS will seek support from parents and families for school fundraising initiatives. • DHCS will actively seek support for student recognition and community incorporation activities and events. • Administration and staff will continue to seek parent involvement and feedback through face-to-face Personalized Learning Plan meetings and surveys regarding their child's learning and achievement. 	<ul style="list-style-type: none"> • DHCS will demonstrate parent involvement and participation as evidenced by: <ol style="list-style-type: none"> a. Personalized Learning Plan meetings b. New family orientation sign-in sheets. c. Documentation of parents involved in school committees. d. Documentation of parent meetings held

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

A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API)

C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education

D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT

E. EL reclassification rates

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • Students, including those in numerically significant student groups, will show measurable progress on state assessments. • DHCS will demonstrate continuous growth for Smarter Balanced tests • English Learners will show gains in language proficiency. 	<ul style="list-style-type: none"> • School administration will ensure the school meets the participation rates for statewide assessments and implements testing according to state regulations. • School administration will ensure the ELPAC and/or other applicable state assessment is administered according to state regulations. • School administration will conference with teachers both one-on-one and at staff meetings regarding student achievement data and school targets to meet or exceed state requirements for Smarter Balanced and high- stakes assessment. • Teachers will use formal and informal assessments to monitor students' progress in language proficiency. 	<ul style="list-style-type: none"> • DHCS will demonstrate annual growth towards meeting state standards target. • English Learners will show consistent gains towards language proficiency as evidenced by: <ul style="list-style-type: none"> a. ELPAC assessment b. Measures of Academic Progress assessments

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • Students will demonstrate positive engagement in learning. • School staff will foster the academic, social, and emotional wellbeing of students. 	<ul style="list-style-type: none"> • School administration will monitor student attendance and employ strategies to increase the attendance rate. These strategies may include, but are not limited to, parent education regarding attendance, student attendance awards, and home visits. • School administration and staff will maintain a fair and consistent behavior management system, which includes a learning environment where students feel safe and respected. • School staff will serve as models for positive interactions through their daily contacts with the school community. 	<ul style="list-style-type: none"> • Delta Home Charter School will annually achieve a minimum of 90% ADA rate.

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

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

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • Delta Home Charter School will foster high expectations regarding learning, behavior and respect for each other. • Students will embrace and celebrate inclusivity and cultural diversity. 	<ul style="list-style-type: none"> • School administration will ensure that parents and students understand Delta Home Charter School's behavior expectations and consequences through parent orientations and meetings. • Student will be supported and encouraged to plan, participate in, and contribute to both school and community projects/events. 	<ul style="list-style-type: none"> • Delta Home Charter School will show a positive school climate as evidenced by: <ul style="list-style-type: none"> a. Surveys b. Orientations c. Interviews d. Conferences • Documentation of school-to-community events.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.
 “Broad course of study” includes the following, as applicable:
 Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
 Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> All students will receive a rigorous and relevant education. Students requiring differentiated instruction and/or modifications will have their needs accommodated. 	<ul style="list-style-type: none"> School administration will ensure instructional staff has the necessary resources to plan for instruction. School administration will ensure student progress is monitored using data analysis. School administration will be visible and available for student and teacher visitations. 	<ul style="list-style-type: none"> All Delta Home Charter School students, including numerically significant student groups will participate in a broad course of study. This will be measured by school wide data relating to: <ol style="list-style-type: none"> Progress report analysis Student summative Assessments Measures of Academic Progress assessments

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> Students will demonstrate mastery of a broad course of study. Students will demonstrate college and career readiness skills as outlined in the CCSS. 	<ul style="list-style-type: none"> School administration will ensure implementation of the adopted academic program. School administration will ensure multiple measures are used to measure student achievement. 	<ul style="list-style-type: none"> All Delta Home Charter School students, including numerically significant subgroups, will participate in a broad course of study. This will be measured by school wide data relating to: <ol style="list-style-type: none"> Smarter Balanced Assessment Measures of Academic Progress assessments Performance assessments Teacher observations of students Curriculum-based assessments

Overview of Subject Matter Competencies

Delta Home Charter School expects its students to demonstrate a mastery of specific subject competencies. The following is a list of initial subject matter competencies that will continue to be revised and improved.

For Mathematics CCSS (Adopted by the California State Board of Education August 2010 and modified January 2013), students will:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

For English Language Arts and literacy in History/Social Studies, NGSS Science, and Technical Subjects CCSS (Adopted by the California State Board of Education August 2010 and modified March 2013), students will, in summary:

1. Demonstrate independence in comprehending and evaluating complex texts, constructing arguments, and effectively seeking out resources
2. Build strong content knowledge through purposeful reading, listening, research, study, and sharing
3. Respond to the varying demands of audience, task, purpose, and discipline as warranted by the reading, writing, speaking, listening or language use task
4. Comprehend as well as critique by questioning an author's or speaker's assumptions and premises and assessing the soundness of the reasoning
5. Value evidence when offering an oral or written interpretation of a text
6. Use technology and digital media strategically and capably to acquire useful information efficiently and enhance their communication goals
7. Come to understand other perspectives and cultures through reading and listening and through communicating and collaborating effectively with people of varied backgrounds

Lifelong Learning Skills

Delta Home Charter School believes students need to become self-motivated, competent, and lifelong learners through a mastery of the following skills:

- **Character Development:** To understand and accept the centrality of integrity in all aspects of life and learning and to appreciate the nature and value of moral courage as a necessary instrument of an ethical life.
- **Communication:** The ability to listen, speak, read, and write as appropriate to the intended audience in school, at home, in the workplace, or in the community.
- **Cooperation:** The ability to work productively with school peers, family members, coworkers, and community members to complete assigned projects.
- **Critical Thinking:** The ability to form a reasonable opinion on matters requiring the active assessment and comparison of data, such as those contained in newspapers, election material, and other sources available and pertinent to socially aware citizens.
- **Caring and Respect:** The ability to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among peers and community members.
- **Citizenship:** The ability to plan and implement a project in service to the school and/or the larger community.
- **Conflict Resolution:** The ability to resolve differences of opinion in a civil and fair manner.
- **Responsibility:** The ability to maintain the highest personal standards in studies, character development, and citizenship.

- Study Skills: The ability to utilize note-taking strategies, questioning strategies, library and Internet research skills, time management, and test taking strategies.
- Technological Literacy: The ability to make effective and responsible use of technology to enhance learning and academic performance.

ELEMENT C: METHODS TO ASSESS STUDENT PROGRESS TOWARDS MEETING OUTCOMES AND OTHER USES OF DATA

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”

--California Education Code Section 47605(b)(5)(C)

The academic progress of students is tracked through a range of formal and informal assessments. The formal assessments will include the CAASPP assessment system (e.g., the Smarter Balanced Assessments, California Alternative Assessments (CAAs), and the California Science Tests (CAST)), the Physical Fitness Test (PFT), and the California English Language Development Test (ELPAC)/ELPAC. Students receive progress reports regularly through tools that complement the Master Agreement and semester final grade reports. Delta Home Charter School also utilizes a wide range of internal assessments to ensure students are learning including NWEA MAP and embedded assessments.

Please refer to the table in Element B (Measurable Pupil Outcomes) for a description of the assessments Delta Home Charter School utilizes in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area.

Delta Home Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element B of this Charter is consistent with the way information will be reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Formative Assessments

Teachers use a variety of assessment techniques to monitor student learning informally, including benchmark assessments, oral assessment, quizzes, tests, essays, journals, multimedia presentations, group projects, debates, portfolios, lab books, and performance tasks. Rubrics are used to inform students of the course, assignment, or project objectives and expectations. Students are assessed by standards in language arts, mathematics, and the sciences, and testing systems such as Illuminate and MAP (NWEA) to collect and analyze the data. The standards-based assessments will be instrumental in identifying the areas in which students require re-teaching.

Use and Reporting of Data

The results of assessments are used in four different ways. First, assessment results provide individual students and their families with a clear idea of how well the student will be mastering the academic materials and the requirements of each course. Students requiring extra assistance and/or time have several resources available to them. Teachers meet regularly online or one-on-one with their students. Delta Home Charter School offers support to students with individual needs as determined through assessments. Delta Home Charter School matches EL students with tutors fluent in the student’s primary language as needed.

The second way assessments are used is to inform Delta Home Charter School staff of the mastery of content by students, the effectiveness of instruction, and when additional and/or different instruction will be needed. This use of assessment data will occur on multiple levels. The first level will be to assist Delta Home Charter School in identifying the progress of individual students, providing staff the opportunity to recognize and respond appropriately to student’s individual progress. Teachers use the CAASPP data along with other data to provide specific assistance to each student as needed. This includes counseling students on accelerated/enrichment learning opportunities. By triangulating multiple measures, including CAASPP, MAP, informal, and formal assessments, an optimal learning plan is identified.

Thirdly, assessment data is used to identify situations during the school year where groups of students are not meeting expectations in a specific course or subject area. Teachers and/or departments will use assessment data to identify these situations and determine what steps are needed to provide additional instruction or re-teach to address the shortcomings.

The fourth use of assessment data is to evaluate and continually improve the educational program through a review of the curriculum, instructional strategies, and evaluation practices. For example, assessment results that show a broad

lack of mastery in a specific topic or skill triggers an evaluation by teachers, a department or the entire school of the instructional effectiveness and resources used by staff. At all times, the staff reflects upon student progress through cycles of inquiry and modifies as needed to maximize student achievement.

Active Monitoring to Drive Instruction

Delta Home Charter School uses a variety of tools to monitor standards-based instruction effectiveness and guide re-teaching for students throughout the year. A combination of online tools and embedded assessments simplify delivery, aggregation, and disaggregation of data, providing teachers and administrators with timely information that allows them to make better decisions and design more individualized learning programs. Delta Home Charter School will actively provide the following monitoring actions:

- Report the results of statewide pupil assessment programs in aggregate and disaggregate forms for analysis by administrators and teachers to plan for improved pupil achievement
- Quickly identify achievement gaps
- Link results of assessments to instructional strategies that will be aligned to state-adopted content standards and the curriculum frameworks
- Provide information that will be tailored to individual pupils, school, and /or state level data
- Establish effective teacher planning with consolidation of data
- Align instruction to address academic deficiencies and strengths identified by both standardized and criterion referenced academic assessments

ELEMENT D: GOVERNANCE STRUCTURE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.”

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

New Jerusalem Elementary School District Board of Trustees

The Charter School will be governed by the NJESD Board of Trustees (“Board”) in accordance with its adopted bylaws for the charter school.

The three-person publicly elected Board meets on a regular basis (e.g., monthly during the school year and as appropriate at other times). All duties and operations regarding the Charter School shall be considered a duty of the District Board unless otherwise delegated by the Board. The responsibilities of the Board as further outlined in the bylaws include but are not limited to:

- Uphold the Vision of the School
- Oversee the implementation of the School’s charter
- Provide notice and hold meetings in compliance with the Brown Act
- Create and implement a Yearlong Strategic Plan for the School
- Ensure compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest
- Provide oversight of instructional programs and materials
- Approve and have oversight of student and parent policies including but not limited to recruitment of staff, admissions, disciplinary policies including suspension and expulsion
- Monitor management of School liabilities, insurance, health, safety and risk-related matters
- Receive and review quarterly financial reports and the yearly financial audit
- Work with the Superintendent to set goals for the upcoming school year
- Hire, supervise, evaluate, discipline, and dismissal of the Charter School Superintendent
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Charter School Superintendent
- Approve all contractual agreements, purchase orders, pay warrants, and requisitions
- Monitor the budget and the Charter School’s fiscal practices, including the receipt of grants and donations and approve and ratify the final budget of DHCS.

Superintendent

The responsibilities of the Superintendent or his/her designee may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and maintain contact with District
- Make recommendations to the Board regarding the hiring, discipline, supervision, evaluation and dismissal of all employees of the School
- Provide timely performance evaluations of all School employees and report all potential employee disciplinary actions to the Board
- Communicate with School legal counsel and any outside consultants
- Stay abreast of school laws and regulations
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Establish and execute enrollment procedures and be the custodian of records
- Provide all necessary financial reports as required for proper ADA reporting
- Administer the budget in accordance with generally accepted accounting principles
- Work with the Chief Business Officer to present a quarterly financial report to the Board
- Aid and coordination to the faculty in the development of curriculum
- Oversee parent/student/teacher relations
- Attend IEP meetings when necessary
- Supervise student disciplinary matters
- Coordinate the administration of standardized testing

- Plan and coordinate all activities related to enrollment
- Attend all Board meetings as the charter representative
- Establish procedures designed to carry out Board policies.

NJESD provides all appropriate support services to contribute to the successful attainment of the education goals of DHCS. In general, direct support costs of personnel, financial, legal, purchasing, and facility services shall be budgeted for and paid by revenue generated by student average daily attendance as reported by DHCS and included in the overall budget of the NJESD. The dollar amounts for direct services will be determined by the NJESD Superintendent, whose decision, subject to Governing Board ratification, shall be final in all cases and under all circumstances.

DHCS will remain under the NJESD umbrella regarding legal services, risk management, and all other support services as previously stated.

NJESD shall secure and maintain for DHCS any insurance coverage or minimum liabilities as required by the district's current insurance company or joint powers authority.

Principal

The Principal supervises the campus teachers and non-instructional staff and reports to the Superintendent. The Principal is the instructional leader at the school and will be responsible for helping students achieve outcomes. The Principal is responsible for executing Board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff under the supervision and direction of the Superintendent.

The responsibilities of the Principal include, but are not be limited to, the following:

- Oversee the implementation of an educational program consistent with the Delta Home Charter School mission and vision
- Develop ELL, Gate, STEM, academic support, and accelerated programs unique to San Joaquin County and surrounding counties to enhance the educational opportunities for the students
- Oversee the development and implementation of curriculum in alignment with the state content standards
- Monitor and evaluate student achievement and develop strategies with staff to ensure academic progress
- Lead the teacher and staff hiring process
- Provide timely performance evaluations of all employees
- Participate in the dispute resolution procedures and complaint procedure when necessary
- Develop annual performance target goals
- Oversee the recommendation and implementation of Individualized Education Plan (IEP) and attend said IEP meetings upon the request of any involved party
- Handle student disciplinary matters in accordance with policies and procedures
- Plan and coordinate student orientation
- Facilitate open house events
- Oversee all parent/student/teacher relations
- Remain current on education laws and legislation
- Implement site safety procedures in compliance with all applicable laws
- Create and appoint committees to assist in the execution of certain planning and administrative functions.
- Establish and execute enrollment procedures
- Manage and coordinate all budgeting activities for the school in line with NJESD policies
- Plan and implement all accreditation and external evaluations in coordination with NJESD
- Supervise all employees and volunteers
- Communicate at least weekly with Superintendent

Parental Input Regarding the Educational Program

As required by Education Code 47605, Delta Home Charter School uses a range of methods to consult with and receive parental input. These methods include strategies used with all NJESD schools.

All staff have cellular phones and school email access with the expectation that they return all calls and emails from students and parents within 24 hours. In addition, staff will use Aeries, Outlook, and other digital solutions to communicate with parents with the most current academic information.

Parents and students are surveyed at least annually to determine their satisfaction with Delta Home Charter School. This reflective survey helps the school make program modifications to better serve the students. The faculty, administration, and the Board review the results of the surveys to determine how Delta Home Charter School compares to other schools in the region. In addition to the satisfaction survey, the families are surveyed for purposes of the LCAP.

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

ELEMENT E: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school."

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

Hiring Process and Employee Qualifications

NJESD recruits professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in its educational philosophy. In accordance with Education Code 47605(d)(1), NJESD is nonsectarian in its employment practices and all other operations. NJESD does not discriminate against any individual (employee or pupil) based on ethnicity, national origin, sexual orientation, gender, gender expression, gender identity, disability, or upon any of characteristics prohibited by state and federal law.

All employees of Delta Home Charter School are employees of NJESD and will be at-will employees working under an employment agreement with a yearly salary determination. NJESD does not require any employee to work at Delta Home Charter School.

Employee qualifications for all key employees of Delta Home Charter School are listed below.

DHCS believes that the quality of professional staff determines the quality of education offered at the school. It is therefore the responsibility of the administration to locate and recruit the best candidates to meet the school's educational needs.

DHCS teaching staff must fulfill their individual responsibilities and work in concert with the other members of the educational team.

The administration will be responsible for advertising available jobs and soliciting applications from qualified candidates. A search committee of administrators, and when appropriate, teachers and/or outside experts, may be used to screen all applicants and make recommendations for the candidate pool and possibly interview a small subset of candidates. The Superintendent will be ultimately responsible for establishing parameters for the interview process.

DHCS is committed to retaining/employing individuals who are best qualified for the job without regard to race, sex, religion, or handicap to the job. DHCS will adhere to relevant California and federal laws in its hiring practices. It is the administration's responsibility to obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status.

The NJESD Board shall consider and determine whether to act on the Charter School Superintendent's recommendations regarding hiring of staff and their placement on the salary schedule. The figure for initial salary shall depend on the academic degrees of the employee, his/her previous professional experience, and/or his/her expertise as appropriate to the position.

Administrators will hold an appropriate California Administrative Services Credential. The school may request the Department of Education to expedite the certification of persons qualified to teach by education and experience. Beyond the guarantee of professional preparation offered by certification, DHCS will seek professional staff that agree with and committed to the mission, goals, and educational approach of the school, as outlined in this document.

To continue being creative and flexible in providing an optimal learning environment, the District maintains the following standards:

Superintendent

The Superintendent must hold a valid California Administrative Services Credential and possess at least a master's degree in Education or related field. A Doctoral degree in Education or related field is preferred. The Superintendent shall have a criminal background check performed pursuant to Education Code Section 44830.1.

Principal

The Principal must hold a valid California Administrative Services Credential or be enrolled in an administrative credentialing program with the ability to obtain a California Administrative Services Intern Credential. The Principal shall have a criminal background check performed pursuant to Education Code Section 44830.1.

Counselor

The Counselor must hold a valid California Pupil Personnel Services Credential or be enrolled in a pupil personnel services credentialing program with the ability to obtain a California Pupil Personnel Services Intern Credential. The Counselors shall have a criminal background check performed pursuant to Education Code Section 44830.1.

Teachers

Teachers must hold valid California teaching credentials. They are employed by NJESD and are responsible to the Principal. Teachers shall have a criminal background check performed pursuant to Education Code section 44830.1.

Classified Personnel

All classified personnel must meet the qualifications and standards established for employment and are responsible to the Charter School Superintendent. All classified employees shall have a criminal background check performed pursuant to Education Code Section 44830.1.

DHCS will maintain and/or expand existing NJESD standards and abide by relevant statutes and regulations for all those who work with students.

Staff Evaluation

As part of the evaluation procedure, the Superintendent specifies clearly defined criteria for performance review. These criteria include:

- Commitment to the DHCS mission and goals
- High level of professionalism
- High level of accomplishment
- Effective participation on the DHCS team

The Superintendent also specifies tools to be used in the evaluation process. Special contributions by the DHCS staff to the school's program will also be an element in the performance review.

Professional Development Opportunities

Among the guarantors of student achievement are high teacher motivation and quality of professional development opportunities. DHCS seeks out professional opportunities which emphasize both content and pedagogy, help teachers develop leadership roles, and include contact with practitioners and researchers as well as other teachers. In addition to specific training opportunities, programs which put teachers into contact with community resources will be pursued.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.”

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

To provide safety for all students and staff, Delta Home Charter School implements full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. A complete copy of these procedures will be available to NJESD upon request.

The following will be a summary of the health and safety policies of Delta Home Charter School:

Procedures for Background Checks

Employees and contractors of Delta Home Charter School are required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must complete the LiveScan fingerprinting process with the California Department of Justice for obtaining a criminal record summary. NJESD shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. NJESD monitors compliance with this policy. NJED will monitor the fingerprinting and background clearance of the Principal. Volunteers who meet students without the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. Delta Home Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Delta Home Charter School follows the requirements of Education Code 49406 in requiring tuberculosis risk assessments and examinations (if necessary) of all employees, and volunteers who have frequent or prolonged contact with students.

Immunizations

Delta Home Charter School adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code 120325-120375, and Title 17, California Code of Regulations 6000-6075.

CPR/First Aid Training

Designated employees are CPR/First Aid trained.

Medication in School

Delta Home Charter School will adhere to Education Code 49423 regarding administration of medication in school. Since Delta Home Charter School is an independent study program, the school will expect parents and guardians to manage medications for their children prior to or after attendance at a school function. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision/Hearing/Scoliosis

Delta Home Charter School adheres to Education Code 49450, et seq. as applicable to the grade levels served by the school.

Diabetes

Delta Home Charter School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all the following:

- A description of type 2 diabetes

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

Oral Health Examinations

Delta Home Charter School requires its students to comply with all oral health examinations pursuant to Education Code 49452.8. Since Delta Home Charter School is an independent study program, the school will expect parents and guardians to manage oral health examinations for their children prior to or after attendance at the school site.

Suicide Prevention Policy

NJESD adopted a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

Delta Home Charter School adheres to an emergency preparedness plan drafted specifically to the needs of the school site. This plan includes, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If the school is not being situated on a public-school site, it will develop its own Emergency Preparedness Plan specific to the site.

Blood Borne Pathogens

Delta Home Charter School meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. NJESD will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). This plan includes the training of staff.

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

Drug Free/Alcohol Free/Smoke Free Environment

Delta Home Charter School maintains a drug, alcohol, and smoke-free environment.

Integrated Complaint and Investigation Procedure

Delta Home Charter School utilizes NJESD’s existing complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board, the Superintendent or designee is responsible for the investigation, remediation, and follow-up of matters submitted through this procedure not managed by the director of Delta Home Charter School. All issues not resolved by the school site may be resolved at the executive level including human resources.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Delta Home Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Delta Home Charter School uses policies adopted by the NJESD Board regarding discrimination harassment (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the NJESD anti-discrimination and harassment policies.

School Facility Safety

Delta Home Charter School complies with Education Code 47610 by either utilizing facilities that will be compliant with

the Field Act or facilities that are compliant with the California Building Standards Code. Delta Home Charter School will adhere to laws specific to charter schools on the local and state level regarding facilities. Delta Home Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they will be maintained in an operable condition always. Delta Home Charter School will conduct fire drills monthly.

ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

--California Education Code Section 47605(b)(5)(G)

Delta Home Charter School strives, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the New Jerusalem Elementary School District and/or San Joaquin County and the adjacent surrounding counties. Students are considered for admission without regard to ethnicity, national origin, gender, gender expression, gender identity, disability, sexual orientation or any of the characteristics listed in Education Code Section 220, including immigration status.

Delta Home Charter School implements a recruitment strategy that includes, but will not necessarily be limited to, the following elements, which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of NJESD:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of promotional and informational materials that reach out to all the various racial and ethnic groups represented in the territorial jurisdiction of San Joaquin County and the surrounding adjacent counties
- Press releases and other communications with local print and broadcast news media
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions

As part of its outreach to Spanish speakers, Delta Home Charter School translates into Spanish:

- General information sheets and other key documents, including the school vision and mission statement
- Communication with district personnel

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

*“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).”
--California Education Code Section 47605(b)(5)(H)*

Delta Home Charter School is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status or association with an individual who has any of the aforementioned characteristics). Delta Home Charter School complies with all applicable legally required minimum and maximum age requirements. Delta Home Charter School admits all pupils who wish to attend the charter school. No test or assessment is administered to students prior to acceptance and enrollment into Delta Home Charter School.

Open Enrollment

The recruitment activities extend to all students in grades kindergarten through grade eight in the surrounding counties and to promote a diverse student base. In addition, an informative website is available and regularly updated with information about Delta Home Charter School and our admission process. An information brochure is available in both English and Spanish.

A copy of the Delta Home Charter School handbook is provided to each student annually at the beginning of the school year.

Enrollment at Delta Home Charter School is open to any resident of San Joaquin County and contiguous counties who are committed to completing an academically rigorous program in an independent study format. Delta Home Charter School is a school of choice and no student is required to attend the charter school. Enrollment is not based on prior academic achievement. Delta Home Charter School is a partnership between the school, the student, and the student’s family. In this partnership, each party has responsibilities. As part of the admission process, all three parties—Delta Home Charter School, the student, and their parent or guardian—must first meet with the Delta Home Charter School Principal or his/her designee. The parent and student then sign the agreements that outline the expectations of all the stakeholders. In addition, enrollment is ongoing unless staffing prevents additional students from being enrolled.

Public Random Drawing

Delta Home Charter School admits all students who wish to enroll, subject to capacity and interview with the Delta Home Charter School Principal. If the number of students wishing to attend exceeds the Delta Home Charter School capacity, a public random drawing consistent with the provisions of Education Code 47605(d)(2)(B) is used to admit students, except for existing students, who will be guaranteed admission in the following school year. Admission preferences in the case of a public random drawing is given to the following students in the following order:

- Siblings of students admitted to or attending the Delta Home Charter School
- Students of Delta Home Charter School teachers and staff
- Transferring students currently enrolled within NJESD network schools, in accordance with Education Code Section 47605(d)(2)(B)(ii)
- Residents of the District
- 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 NJESD Board of Trustees will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning

with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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

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

Any applicant that filed false information on any form to gain entrance to Delta Home Charter School will not be admitted. If at any subsequent point it has been factually determined that an applicant filed false information to gain admission into Delta Home Charter School, then that student may be expelled from Delta Home Charter School in accordance with the school's discipline policy and procedures.

ELEMENT I: ANNUAL FINANCIAL AUDITS

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

--California Education Code Section 47605(b)(5)(l)

An annual independent fiscal audit of the books and records of Delta Home Charter School is conducted as required under Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of Delta Home Charter School are kept in accordance with the generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures for public schools in the state of California. The audit of Delta Home Charter School may be included in the audit of all schools operated by NJESD so long as the audit provides separate revenues and expenditures for each school as well as the balance sheet data for each school. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

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

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor’s findings will be forwarded to the San Joaquin County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. A review of each year’s audit occurs at a Board of Directors meeting. The Superintendent, along with the audit committee (if applicable), review any audit exceptions or deficiencies and then report to the Board with recommendations on how to resolve them. The Board submits a report to SJCOE describing how the exceptions and deficiencies corrected by the time of the audit submission, along with supporting documentation. Additionally, Delta Home Charter School informs NJESD of any outstanding exceptions or deficiencies at the time of audit submission and how they are resolved to the satisfaction of NJESD along with an anticipated timeline for the same. Typically, all audit exceptions or deficiencies are addressed within six months. Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process referenced in Element N of this charter or, if applicable, referred to the Education Audit Appeals Panel process in compliance with Education Code Section 41344.

The independent fiscal audit of Delta Home Charter School is a public record and is provided to the public upon request.

In accordance with Education Code 47604.3, Delta Home Charter School promptly respond to all reasonable inquiries of the chartering agency. Delta Home Charter School recognizes the right of the chartering agency to inspect or observe any part of Delta Home Charter School at any time.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following: (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).”

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

Students, whether through their own actions or those of their parents/guardians, may be suspended or disenrolled from Delta Home Charter School for noncompliance with the terms of the parent/student handbook; for causing Delta Home Charter School to be in jeopardy of or actual violation of any provision of the law; any material violation of any of the conditions, standards or procedures set forth in the Charter, by-laws or future rules and regulations; or for committing any act or acts that would apply to suspension or expulsion of a pupil(s) from a public school as identified in the California Education Code. A committee may be formed to review dis-enrollments; however, the Superintendent shall have final authority in all matters relating to suspensions, dis-enrollments, and consideration of reinstatement of suspended or disenrolled students. All discipline matters will be conducted in compliance with constitutional due process.

ELEMENT K: EMPLOYEE RETIREMENT BENEFITS

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

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

All new and existing employees participate in State Teacher Retirement System (STRS), Public Employee Retirement System (PERS), and Social Security, as appropriate.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

No pupil residing within the historical attendance area of the NJESD shall be required to attend the Delta Home Charter School.

ELEMENT M: EMPLOYEE RETURN RIGHTS

*“The rights of an 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.”
--California Education Code Section 47605(b)(5)(M)*

Rights of School District Employees

All employees who voluntarily leave the employ and assignment of NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School to work in DHCS will be protected by the rights outlined in this petition.

Certificated employees who transfer to DHCS will maintain their seniority/tenure status with the NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School, if applicable. Seniority and tenure will continue to accrue for the employees in the NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School while employed in DHCS.

NJESD credentialed staff who transfer to DHCS from NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School shall retain the right to return to NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School provided there are vacancies.

University/College/ NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School credit earned while employed at DHCS will accrue and apply to the regular salary schedule upon the employee’s return to employment in NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School.

Liability insurance will be maintained by the NJESD for all employees.

Hiring and dismissal of administrators, teachers, instructors, and other employees, as well as the rate of pay/salaries of such individuals, is solely discretionary with the NJESD Board based upon the recommendation of the Superintendent. There shall be no tenure/permanency or other job retention rights or privileges for any DHCS employees. Certificated, non-administrator employees work under the language of agreed employment contract. Other than NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School employees with tenure, all employees are “at-will,” as specified with the employee’s annual employment contract.

DHCS may contract with NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School for the full- or part-time services of NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School employees. Such a formal arrangement would allow the employee to continue to enjoy the full benefits of the certificated collective bargaining agreement as a continuing employee of NJESD’s New Jerusalem Elementary School and/or New Jerusalem Elementary Charter School. Any such arrangement must not be inconsistent with the provisions of Education Code Section 47605.

DHCS staff will be selected, assigned, and transferred by the Superintendent in concurrence with the NJESD Board of Trustees, with the exception that no NJESD employee will be required to work at DHCS [(Education Code 47605)].

ELEMENT N: 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.”

--California Education Code Section 47605(b)(5)(N)

In the event of a dispute between the NJESD and any employee, the following internal dispute resolution process shall be implemented:

- Reasonable attempts will be made to resolve any disputes at the lowest possible level first. If, upon due consideration by the appropriate administrator, the issue merits pursuing, he/she will then take the matter to progressively higher authorities until the issue is resolved
- Should a dispute arise at the staff level, the Principal will meet with the staff member in an informal setting to discuss and resolve the dispute. The informal meeting shall take place within five working days from the day the staff member registers the complaint
- If the two parties are unable to resolve the dispute, the aggrieved party will put his/her complaint in writing and submit it to the Superintendent. The Superintendent will meet with the two parties within five working days from the date he/she receives the written complaint. The Superintendent will render a decision within five working days
- If, after the Superintendent has provided a decision, a resolution has still not been reached, the dispute is then addressed by the New Jerusalem School District Board of Trustees at their regular board meeting.

ELEMENT O: CLOSURE PROTOCOL

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

--California Education Code Section 47605(b)(5)(O)

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

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

NJESD 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 school.

NJESD 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 school will provide parents, students and NJESD 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. NJESD will store original records of charter school students. All records of DHCS shall be transferred to the NJESD upon school closure.

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, NJESD will prepare final financial records. NJESD will also have an independent audit of DHCS’s financial records completed within six months after closure.

The audit will be prepared by a qualified Certified Public Accountant selected by the NJESD Board. 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 DHCS. NJESD will complete and file any annual reports required pursuant to Education Code section 47604.33. On closure of DHCS, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, shall be distributed to NJESD. Any assets acquired from the NJESD or NJESD property will be promptly returned upon school closure to NJESD. 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.

MISCELLANEOUS CHARTER PROVISIONS

Additions, Deletions, and Modifications of the Charter

Requests for changes to the charter petition shall first be sent to the NJESD Superintendent for consideration. He/She will consider such requests and, as deemed appropriate, forward such requests to the NJESD Board of Trustees. The NJESD Board of Trustees shall not consider requests to change the Charter until the Superintendent has first done so and prepared a written finding(s) with a recommendation(s).

Any material revisions of the charter must be approved by the NJESD Board of Trustees.

Any element of the charter that, through legislation or legal ruling, is deemed to be outside the intent of existing charter school legislation, should be removed from the charter. Such a situation would not render the remaining portions of the charter invalid nor result in the loss of the charter.

District Oversight

Delta Home Charter School will be a school governed by the NJESD Board of Trustees and administered the NJESD Superintendent and designee(s). NJESD, as the authorizing agency, will provide fiscal and personnel services for the charter school. The district through the county office of education will continue to provide payroll services and liability insurance along with other insurances needed to support the school. The school budget and the purchasing of materials will be developed and implemented by the Superintendent, district business manager and district staff.

DHCS shall remain under District insurance coverage. Insurance amounts will be determined by recommendation of the District and its insurer for schools of similar size, location, and student population.

The District will institute and maintain appropriate risk management practices.

Transportation

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