

OAKDALE JOINT UNIFIED SCHOOL DISTRICT

12.2

TO: Larry Mendonca, Superintendent

Regular Meeting

SUBJECT: Oakdale Charter Petition for Renewal

April 14, 2025

BACKGROUND

The charter term for Oakdale Charter, #0103, will expire on June 30, 2025. OJUSD as the chartering authority is to submit copies of required documentation to the State Superintendent of Public Instruction 30 days before approval is effective.

ANALYSIS

The charter renewal package (the Charter Petition itself and approved Board Minutes) must be submitted electronically prior to the June 30, 2025 deadline. The public hearing and board approval may both occur during the same meeting.

FISCAL IMPACT

There is no impact on the General Fund.

RECOMMENDATION

It is recommended that the Board conduct a Public Hearing and then move to approve Oakdale Charter's petition for renewal.

Prepared by:



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Principal
Oakdale Charter

Approved for Submission
To the Governing Board by:



Larry Mendonca
Superintendent

Oakdale Charter



Charter Renewal Petition

Submitted to the Oakdale Joint Unified School District

Submitted April, 2025

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I. Description of the Educational Program and Philosophy of this Charter School

Beginning with the second semester of the 1995-1996 academic year, this charter school opened to all students grades 9-12. The school is nonsectarian and nondiscriminatory by gender, ethnicity, religion, national origin, ability, disability, or place of residence. The enrollment was capped at 50 students for the first semester of operation.

Since the first semester of the 2015-2016 school year, this charter school expanded to include grades 7 and 8, and enrollment has been capped at 70 students. We are now open to students in grades 7-12. We also changed our name from Oakdale Charter High School to Oakdale Charter to reflect this expansion. Increases in enrollment will be approved by action of the Oakdale Joint Unified School District Board of Education. At no time will more than 2% from the prior year's CBEDS be accepted from the District's comprehensive or alternative education programs.

In March 2023, accreditation from the Western Association of Schools and Colleges (WASC) was reaffirmed. The current accreditation term ends June 30, 2026. As we move forward with our accreditation, we will continue to update and submit courses for A-G accreditation in order to meet the admission requirements of the University of California and California State University systems and formalize a process of collecting and analyzing student data. Oakdale Charter recognizes the value of courses that are "A-G" approved, however there are non-tradition homeschool pathways to a four-year university that have been successful in the past and will continue to be employed in the future. Science, Technology, Engineering, Arts, and Math (STEAM) and Career and Technical Education (CTE) will continue to be focal points as we continue to grow.

Students who attend the Oakdale Charter will be educated through Common Core State Standards-aligned textbooks, community-based independent learning programs, cooperative activities, and supplemental learning projects identified by an Advisory Council composed of parents and teachers and approved by the Oakdale Charter Teacher-in-Charge.

Parents who enroll their children in Oakdale Charter accept the responsibility for their children's education through contractual agreement. Parents play an integral role in the education of children. The charter school will support students and parent/teachers by providing them with access to a team of highly qualified teacher/facilitators, who are

certificated staff approved by the district board of trustees, and other educational specialists.

Parents and their children determine their own individual methods of teaching and learning under the guidance of the teacher/facilitator. Parents and their children will work with the teacher/facilitator to use approved curriculum to create their own personalized educational goals and objectives. The parent is the primary teacher but the Teacher-in-Charge of Oakdale Charter will have final say regarding curriculum and standards. Long and short term educational goals and objectives will be re-evaluated on a regular basis. Each parent/teacher will be required to sign a contract between the parent and the charter school stipulating the following responsibilities:

- ❖ Person(s) actually giving instruction
- ❖ Defining and writing goals and objectives with students
- ❖ Evaluating student work
- ❖ Arranging for classes, field trips, and cooperative learning projects

Oakdale Charter's Teacher-in-Charge will be responsible for the administration of the charter school and providing educational advice and assistance requested by parent/teachers. The teacher/facilitator will be available to assist the student in reaching educational goals and objectives that includes teaching, tutoring, and gaining access to additional resources. In-service and parent education will be made available to parents. The teacher/facilitator is the teacher of record.

Oakdale Charter identifies an educated person in the twenty-first century as a person who is literate, can understand and function sufficiently in the world around them, has an overview of the history of mankind in all its diversity, has an understanding of the political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. The educated person is one who has realized his or her own unique talents, whether it be in the arts, sciences, or other areas. It is the goal of this charter school to help a student become an educated individual, one who possesses a self-motivated ability to learn, a diverse and yet well developed set of interests, and the desire to master academic skills to the best of their ability.

Charter school educational partners believe that the best learning occurs when:

- ❖ Learning styles are tailored to each individual student's needs.
- ❖ One-to-one teaching is the primary arrangement.
- ❖ Real life "context-based" learning is emphasized.
- ❖ There is enrichment through field trips, experiences, apprenticeships, etc.

- ❖ When schooling is viewed as one aspect of an education, and the entire community serves as the school campus.

Objectives of the charter school include, but shall not be limited to the following:

- ❖ Students will be intrinsically motivated. This will be accomplished through providing interesting, worthwhile learning opportunities that will stimulate the interests of each student.
- ❖ Students will achieve competency in core academic curriculum.

Opportunities will be provided for students to explore their potential in the performing and visual arts and in the appropriate use of technology. Students will learn to recognize and use their strongest skills and abilities and to improve in areas where they're skills need improvement.

II. Measurable Student Outcomes

Goals and objectives will be written for each student in collaboration with student, parent/guardian, and the teacher/facilitator. Student progress towards completion of these goals will be assessed at each assessment meeting by the teacher/facilitator. The assessment meetings will be held at least one (1) time every fifteen (15) school days.

Schoolwide Learner Outcomes (SLOs):

- *Critically thinking and Problem Solving Students who:*
 - ❖ Demonstrate efficient organizational and study skills.
 - ❖ Comprehend and evaluate complex texts (all subjects).
 - ❖ Read, write, speak, listen, calculate, and respond thoughtfully and with competency.
 - ❖ Exhibit skills necessary for continued independent learning.
- *Ethical, Honest, Responsible Students who:*
 - ❖ Are responsible and accountable for their actions and choices.
 - ❖ Demonstrate conscientiousness and honesty through personal and academic performance.
 - ❖ Show respect for self and the opinions, beliefs, values, and cultures of others.
 - ❖ Demonstrate ability to work productively as members of a local or global society.
- *Self-Directed Learners who:*

- ❖ Set appropriate and realistic educational, vocational, and personal goals.
- ❖ Apply appropriate strategies to overcome obstacles.
- ❖ Assume responsibility for their own learning and employ effective learning strategies.

There are two (2) options for family participation in the high school program. The first is to earn an Oakdale Joint Unified School District diploma. This diploma requires the completion/passing of all district required minimum competency examinations and the earning of 230 units in district required courses. District courses of study will be followed, work assigned and completed and assessment will be verified by the teacher/facilitator (a certificated employee of the district).

The second (2) option will be to complete work with the goal of successfully completing the California Proficiency Program Exam. 12th grade students who are not on-track to graduate on-time will be transferred to their local school district's credit recovery site.

Promotion from the 8th grade will be based on individual academic achievement and ongoing mastery of the core subject areas, as well as the satisfactory completion of a 2.0 grade-point average (GPA) over the course of both 7th and 8th grade.

III. Methods of Measuring Student Progress

The charter school staff uses professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community. Teacher/facilitators employ a variety of appropriate assessment strategies to evaluate student learning. Student grades are derived from work completed, face-to-face discussions, test and quiz results, formative assessments, writing activities, projects, labs, and onsite-classes (math only), online assessments correlated to our site textbooks, classroom based concurrent enrollment with our partner comprehensive high school, and concurrent enrollment in the local community college classes. Students' grades are a direct reflection of student performance towards Common Core State Standards mastery. Teacher/facilitator, parent/teacher, and students use these findings to modify the teacher/learning process for the enhancement of the educational progress of every student. Oakdale Charter is on the semester system, and our grading policy include the following marks: A, B, C, D, F, Pass and Fail, NM (no mark).

Students who attend Oakdale Charter are required to take all California State assessments including but not limited to: California Assessment of Student Performance and Progress (CAASPP) and the California Science Test (CAST).

IV. Governance Structure

The Oakdale Charter's governing board is Oakdale Joint Unified's School Board of Trustees. Oakdale Joint Unified School Board of Trustees is the charter-granting agency and has full authority over Oakdale Charter. District Board Trustees are elected every four years through general elections. OJUSD Board Trustees review and revise Board Policy. Oakdale Charter can be found within OJUSD Board Policy under the following sections:

Board Policy:

- 0420.4 Charter Schools
- 0520.2 Title I Program Improvement Schools
- 1431 Waivers
- 3280 Sale, Lease, Rental, of District-Owned Real Property
- 5116 School Attendance Boundaries
- 5116.1 Intradistrict Open Enrollment
- 6146.1 High School Graduation Requirements
- 6146.3 Reciprocity of Academic Credit
- 6158 Independent Study
- 6171 Title I Programs
- 6181 Alternative Schools/Programs of Choice
- 6184 Continuation Education
- 7160 Charter School Facilities
- 7214 General Obligation Bonds
- 9323.2 Actions by the Board

Current Oakdale Joint Unified School District Board of Trustees (November 2024)

- Clayton Schemper - Board President
- Bill Duvall - Clerk
- Diane Gilbert
- Tina Shatswell
- Terri Taylor
- Student Member (currently Landon Arnold 2024-2025)

Oakdale Charter School will obtain advice from a Parent Advisory Council (PAC) consisting of parents of charter school students elected by the charter school parents;

and, members of the charter school faculty who instruct 7-12 students elected by the charter school faculty. Charter School Advisory Council members shall serve terms of not more than four (4) consecutive years before being reappointed/re-elected.

The Council will work with the Teacher-in-Charge and school-site Principal (currently the Principal of Alternative Education) regarding accountability and approval of the budget and the school events calendar. The advisory council will meet quarterly.

V. The qualifications to be met by individuals to be employed by the charter

All Oakdale Charter teacher/facilitators must hold valid California Teaching Credentials. Qualifications for any other full-time, part-time, or temporary employee shall be approved by the Oakdale Joint Unified School District Board of Trustees.

VI. The procedures that the school will follow to ensure the health and safety of pupils and staff.

In regards to salaried employees, Education Code, Section 44237 shall be followed to ensure the safety of employees and students. All immunizations and health related issues for both employees and students in the charter school will be addressed in accordance with the existing board policy and applicable law. Requirements for all employees as they relate to liability insurance shall be determined by the Teacher-in-Charge and approved by the district Board of Trustees on an individual basis. This would allow the short-term employment of community resources on an as-needed basis.

VII. The means by which the school will achieve a racial and ethnic balance among its pupils in the charter school.

Oakdale Charter School will be nonsectarian and nondiscriminatory by gender, ethnicity, religion, national origin, ability, disability, or place of residence.

VIII. Admission Requirements

- ❖ Pupils will be considered for admission without regard to ethnicity, national origin, gender, or disability.
- ❖ Admission will not be determined according to the place of residence of the pupil or parent(s). However, preference will be given to students residing within the Oakdale Joint Unified School District.
- ❖ Prior to students and parents being admitted into Oakdale charter school, they will be required to:
 - ❖ Understand the charter school's outcomes, philosophies
 - ❖ Create an educational plan for student learning
 - ❖ Sign a contract that will stipulate any of the following:
 - ❖ Parents, or other responsible adults, availability to be the primary teacher of the student.
 - ❖ Parental, or other responsible adults, involvement in academic teaching and support.
 - ❖ Parent, or other responsible adults, and student must attend scheduled progress meetings.
 - ❖ Student academic goals.
 - ❖ Participation in all mandated state testing.

IX. Audit of financial and programmatic operations

The Oakdale Joint Unified School District will conduct an annual audit of the Charter School to be administered and completed in order to meet all local and state guidelines and dates. Audit reports will be available for review by the Advisory Council, the school board, and the public. There will be a district sponsored self-review annually.

X. The procedures by which pupils can be suspended or expelled

Students may be suspended or expelled from Oakdale Charter for non-compliance with the terms of the contract, or for causing the charter school to be in jeopardy of violation of any provision of law, or any material violation of any of the conditions, standards, or procedures set forth in the charter school petition. This includes violations of the OJUSD student conduct code that would warrant a suspension or expulsion. The Oakdale Charter Teacher-in-Charge will have authority over suspension, expulsion, or reinstatement of suspended or expelled students.

XI. The manner by which staff members of the Charter School will be covered by STRS, PERS, or federal Social Security

Employees of this charter school will participate in STRS, PERS, or Social Security depending upon each individual's eligibility. Enrollment in these programs will be monitored by Oakdale Joint Unified School District office as part of a business service contract that is to be negotiated with and approved by Oakdale Joint Unified School District Board of Trustees.

XII. The public school attendance alternatives for pupils residing within the school district who choose not to attend this charter

Attendance at this charter school is entirely voluntary on the part of the students who enroll. District of residence public schools continue to be an option for all students who choose to not attend this charter school.

XIII. Rights of Employees

All employees of the charter school are employees of Oakdale Joint Unified School District and covered by the collective bargaining agreements between OTA or the CSEA Association and Oakdale Joint Unified School District. No rights or privileges are hereby waived. California laws regulating schools and employees are not waived by this charter application.

Amendments to this charter may be made by Oakdale Joint Unified School District Board of Trustees; however, any provisions affecting mandatory subjects of bargaining may not be changed without negotiating with OTA and/or CSEA.

XIV. Dispute Resolution

The Oakdale Joint Unified School District board policy 1312.3 discusses the Uniform Complaint Procedures that will be used to address disputes involving Oakdale Charter including the teachers and/or staff of the school and the students and/or parents/guardians of students of this charter school. Board policy states: *The Board of Education recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5CCR 4620)*

XV. Public School Employer

Oakdale Charter is a district sponsored charter school, therefore Oakdale Joint Unified School District is deemed the exclusive public school employer of the employees of the charter school.

XVI. Revoking the Charter

This charter may be revoked by Oakdale Joint Unified School District if they determine the charter school has done any of the following:

- ❖ Committed a material violation of any of the conditions, standards, or procedures set forth in this charter petition.
- ❖ Failed to meet generally accepted accounting standards of fiscal management.
- ❖ Violated any provision of law.
- ❖ Failed to meet any of the expectations of Oakdale Joint Unified School District.
- ❖ Pursuant to EC 47607 - Failure to demonstrate an increase in pupil academic achievement for all groups of pupils served by the charter school.

XVII. Additional Charter Elements

- ❖ This charter school will be nonsectarian in its programs, admission policies, employment practices and all other operations, and cannot discriminate against any student on the basis of ethnicity, religion, national origin, gender, or disability.
- ❖ This charter school will not charge a tuition.
- ❖ This charter school may request donations from time to time as may be necessary for such items as field trips, special supplies, etc.
- ❖ Non consumable instructional supplies, equipment, and books will remain the property of the district.
- ❖ Participation in interscholastic competition as allowable per BP 6145.2 and defined per CIF regulation 303(b).
- ❖ Charter school students will be allowed to enroll in classes at the comprehensive site on a case by case and space available basis.
- ❖ The charter school will not be allocated Federal or State categorical money.

- ❖ Home-to-school transportation will not be provided as part of the charter school program. The school may contract with OJUSD or any other properly licensed transportation provider for field trip transportation.

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plans (LCAP) groups the eight (8) state priorities into three (3) categories: Conditions of Learning, Pupil Outcomes, and Engagement.

Conditions of Learning

- 1. Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities.*
 - ❖ All teacher/facilitators who are employed at Oakdale Charter will hold a valid California Teaching Credential.
 - ❖ All textbooks owned by Oakdale Charter and used by Oakdale Charter students will be California Content Standards or California Common Core aligned. Currently, Oakdale Charter offers core-subject textbooks: Glencoe McGraw-Hill, McDougal Littell, and Pearson. All materials and assignments are aligned to the California Common Core State Standards.
 - ❖ The Facilities at Oakdale Charter are owned and maintained by Oakdale Joint Unified School District.
 - ❖ The school is a safe, clean, and orderly place that nurtures learning and has a culture that is characterized by trust, professionalism, and high expectations for all students with and a focus on continuous school improvement.
- 2. Implementation of California's academic standards, including the Common Core State Standards and Next Generation Science Standards for all students.*
 - ❖ All teacher/facilitators have gone through and will continue to have opportunities for professional development involving California's academic standards.
 - ❖ The nature of a home-study program allows for direct, one-on-one student instruction. Students are encouraged to access information from a variety of sources activating prior knowledge and building a platform to meet learning objectives aligned to Common Core State Standards and Next Generation Science Standards. Work samples show student engagement with vocabulary throughout the curriculum, new concepts, information and facts, and new skills that have been mastered. As scaffolding occurs with

unit concepts, the content knowledge and new skills are applied in ways that the level of cognition required by the standards is mastered. Student work samples show progression from vocabulary activities, note-taking skills to essay writing skills, and research papers. Additionally, student work samples show the progression from the acquisition of math concepts and the application of rules to demonstration of concept mastery through conceptual explanation to problem solving.

3. *Access to a broad course of study that includes all subjects and programs for high-needs and exceptional students:*

- ❖ All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes.
- ❖ Oakdale Charter teacher/facilitators provide all academic and career guidance for each of their assigned students. The teacher/facilitators place each student in appropriate classes to provide a rigorous and comprehensive curriculum to meet each student's individual academic and career needs. All students are assigned grade-level curriculum and each student has access to supplemental curriculum. The curriculum and technology is flexible to meet the needs of various learning styles allowing the student to meet standards in a comprehensive manner.
- ❖ All students have access to college preparatory classes in their respective programs. Oakdale Joint Unified School District's comprehensive high school (Oakdale High School) offers concurrent enrollment with Oakdale Charter students in AP, elective, and upper division classes. All students have access to concurrent enrollment in college-level classes through the local community colleges.
- ❖ Oakdale Charter currently has all core curriculum with A-G accreditation through the University of California and California State University system. However, the lack of this accreditation in non-core subjects has not stopped students from being admitted to the UC/CSU system as incoming freshman. Over the past 10 years Oakdale Charter has experienced an increase in students being accepted to a variety of CSU, UC and private universities, both in California and out-of-state.
- ❖ To accommodate students with special needs, 504 and IEP meetings are held in accordance with the law. In addition, instructional practices are discussed thoroughly with each parent of a student with special needs. Oakdale Charter employs a credentialed special education teacher that meets with each student according to the IEP or 504 plan. All 504 and IEP

plans are adhered to by the teacher/facilitator, parent, and special education teacher.

Pupil Outcomes

4. *Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are “College and Career ready”, the percentage of English learners who are reclassified as fluent in English.*
 - ❖ All students are required to take all state assessments that measure student performance including the California Assessment of Student Performance and Progress (CAASPP) and the California Science Test (CAST). Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches, professional development activities and resource allocations, demonstrating a results-driven continuous process.
 - ❖ Due to the size of our student population the State Dashboard does not reflect the continued growth of our students. In most areas there is not enough data to show the results.
 - ❖ 2022 - 2024 Oakdale Charter students performed at or above the County Average in English-language arts and have been on par with the county averages in Math.
 - ❖ The School Accountability Report Card (SARC) and other schoolwide data is posted on the Oakdale Joint Unified School District website and the Oakdale Charter website.
 - ❖ Due to the relatively small size of Oakdale Charter, we typically have very few English learner students. However, every effort is made to increase their English proficiency to reclassified status. They are tested with the ELPAC testing every year, and individualized support is provided from the teacher/facilitator to the parent and student.

5. *Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessment, such as SAT or ACT college entrance examination scores of high school students, could also be included.*
 - ❖ By nature of the Oakdale Charter program all students are held accountable to achieve the high standards in our SLOs including: responsibility/accountability, critical thinking, problem-solving, and being a self-directed learner. Teacher/facilitators immerse students in a learning environment conducive to the development of the whole student. At every

assessment meeting, routines are set in place by the teacher/facilitators to focus on student learning while addressing one or more of the identified critical learner needs.

Engagement

6. *Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance.*
 - ❖ Oakdale Charter has an exceptional graduation rate.
 - 2019/2020 = 100% (14 of 14)
 - 2020/2021= 100% (17 of 17)
 - 2021/2022 = 100% (9 of 9)
 - 2022/2023 = 100% (20 of 20)
 - 2023/2024 = 100% (16 of 16)
 - ❖ Due to our strict rules governing attendance in our Master Agreement, we do not experience issues with chronic absenteeism and attendance.

7. *Parent involvement as measured by the extent to which parents participate in key school decisions.*
 - ❖ Oakdale Charter School will obtain advice from a Parent Advisory Council (PAC) consisting of parents of charter school students elected by the charter school parents; and members of the charter school faculty who instruct 7-12 students elected by the charter school faculty. The Charter School Advisory Council members shall serve terms of not more than four (4) consecutive years before being reappointed/re-elected.
 - ❖ The Council will work with the Teacher-in-Charge and school-site Principal (currently the Principal of Alternative Education) regarding accountability and approval of the budget and the school events calendar. The advisory council will meet quarterly.

8. *School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts.*
 - ❖ By nature of the Oakdale Charter program, suspension and expulsion rates are non-existent. Due to the explicit language in our Master Agreement and the Charter Policies and Expectations, students are expected to follow the OJUSD Student Conduct Code. Those who do not follow the Student Conduct Code will have their eligibility for the charter school reviewed by the teacher-in-charge and site principal. This may lead to the termination of enrollment at Oakdale Charter.

- ❖ The teacher/facilitators and staff at Oakdale Charter work tirelessly to create a culture of student support and academic growth. This is characterized by high expectations, personal learning, a well developed teacher/facilitator-student-parent relationship, and increased student interest in the curriculum.

Oakdale Joint Unified School District Charter School Business Service Agreement

Agreement between Oakdale Joint Unified School District, and its Charter School,
entered into this the 11th Day of May, 2020 in Stanislaus County, California.

Recitals

- I. Oakdale Joint Unified School District Charter School
Oakdale Joint Unified School District Charter School was formed pursuant to the California Charter School Act of 1992 Education Code 47600-47616 on October 30, 1995 by the Oakdale Joint Union High School District Board of Trustees.
 - A. Purpose:**
 1. Define business related statements of compliance.
 2. Define the level and manner of funding the District will provide to the charter school.
 3. Identify those support services the District will provide to the charter school.
 - B. Statements of Compliance:**
 1. The charter school must comply and conform to the District's accounting and purchasing policies and procedures. All charter school financial transactions will be subject to audit by the District's independent audit agency.
 2. The Charter School must comply and conform to all District personnel and accounting policies and practices.
 3. The Charter School must comply and conform with all locally developed district-wide policies and guidelines regarding budget development and

- monitoring, and fiscal management.
4. The charter school must comply and conform to the District's attendance accounting policies and procedures. All charter school attendance reports and related documentation will be subject to audit by the District's independent accounting firm.
 5. The charter school must comply and conform to the District's asset management and inventory control policies and procedures. All Charter School inventory reports will be subject to audit by the District's independent audit accounting firm.
 6. The charter school must maintain property and liability insurance and worker's compensation insurance at a level equal to or greater than other District programs. The charter school does not have the option of being uninsured or underinsured. The District is to be named additional insured under the Charter School's policy.

C. Apportionments:

1. District Students:
Funding for all students will remain at the established grade level funding caps for up to seventy (70) students. Future caps will be determined each year by the governing board. Students residing in the Oakdale Joint Unified School District will have priority enrollment.
2. Required Budget:
Each fiscal year the initial funding calculation will be based on the deficated base revenue limit as reported on the School Services of California's Form K-12 for that fiscal year. Subsequent to the initial funding calculation, the deficated base revenue limit will be adjusted as appropriate to reflect the actual level of State revenue limit funding. The District reserves the right to make any and all necessary adjustments based on actual state funding and actual expenses. The budget will include the minimum required reserve for economic uncertainties (as provided for in AB1200 and AB1708) and contain a process and contingency spending plan for mandated special education services.
3. The charter school spending plan will be developed by the Teacher-in-Charge, site principal, Advisory Committee, and the superintendent.

D. The Oakdale Joint Unified School District Board of Trustees may revoke the Charter at any time where it appears that the Charter School may not meet all its ordinary operating expenses.

E. District Support:

The Charter School will be responsible for all costs and expenses associated with providing its educational program. This includes, but is not limited to, personnel, books and supplies, contracted services, capital outlay, routine maintenance and custodial services, property and liability insurance, worker's compensation, existing facilities, utilities, payroll processing, personnel services, and financial accountability.

F. Fiscal Monitoring Plan

1. Purchase Orders

- a. The Charter School will work from a pre-approved list of vendors authorized for purchases -- sectarian vendors will be excluded from the list.
- b. Books or textbooks must be purchased from a district approved list. This coincides with item a. above.
- c. Staff will be organized to ensure site and district level auditing to confirm the following:
 - match of vendor list and/or textbook list to purchase orders
 - adherence to District policies, i.e. mileage claims, bid limits, purchase order procedures, personal reimbursements (pre-approval, dollar limits, and detailed original receipts)
 - independent study issues including but not limited to contract classes and things of value/equal access
 - required back-up for every payment (original copies to be returned with checks)

2. Personnel/Payroll/ADA

- a. Oakdale Joint Unified School District administrators will approve each time-sheet based on assigned students, work hours, and workload.
- b. Account Clerk will:
 - reconcile student names on time-sheet against Aeries generated student list
 - verify each student enrolled has recorded contract hours
 - verify students claimed on time-sheet are enrolled
 - verify contact hours for each student meet or exceed policy

- regarding contact hours
 - address verification to ensure residence in contiguous counties
 - perform a one percent random check each month with parents to verify student contact hours
 - c. Copies of independent study contracts will be will be kept in the Charter School office. Contracts will be reconciled against student lists for verification of enrollment date.
 - d. The Teacher-in-Charge will perform a one percent random check each month of contracts for content of assigned curriculum, measurable student outcomes, assessment of progress, and verification of time for ADA accounting.
3. Resources and Inventory
- a. Chief Business Officer to review operation and make recommendations for revisions and audit procedures. Those items to be considered include but are not limited to:
 - Inventory listing
 - Receipt and dispersal of materials
 - Check-in and check-out procedures
 - Equal access process

G. Notification

It is understood and agreed that the Charter School shall notify the District Superintendent of any desire it may have to change the services and/or any terms and conditions thereof by March 15th of the school year preceding the year in which the desired changes are to take effect. It is further understood and agreed that should the parties desire to make changes without such notification they may do so at any time upon mutual agreement.

H. Miscellaneous provisions

- a. The Charter School will run out of an existing district facility following the Use of Facilities policies and guidelines. When economically feasible, separate and distinct facilities will be secured.
- b. The Charter School will be vested with the authority to contract for space, goods, and services as outlined in OJUSD board policies.