

RENEWAL 2025-2030 LEROY GREENE ACADEMY
A California Public Charter School



Respectfully Submitted to the Board of Trustees
of the

Natomas Unified School District and
Superintendent Robyn Castillo

By

Colleen Perry, Petitioner Leroy Greene Academy

AFFIRMATIONS

Leroy Greene Academy (“Charter School” or “LGA”) is committed to the following affirmations:

- The Charter School shall meet all statewide standards and conduct the student assessments required, 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)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Leroy Greene Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School is open to all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be processed through a public random drawing with preference given as permitted by law. [Ref. Education Code Section 47605(d)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School 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)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, and/or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California 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. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- 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.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Colleen Perry, Petitioner/Principal

Date

CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The Charter School's renewal is subject to the middle tier criteria, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) provides that:

For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

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I. THE EDUCATIONAL PROGRAM

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

History

Leroy Greene Academy was established in 2012 as a dependent charter in the Natomas Unified School District (“District” or “NUSD”), to serve students in grades Kindergarten through twelfth grade (K-12).

The Charter School is authorized to serve students in grades Kindergarten through 12. As of 2024-2025, this Charter School officially serves students in grades 6 through 12.

Course Offerings and Curriculum

The Charter School will give students an opportunity to choose one of two pathways. The first pathway focuses on visual arts and integrates current technology directly into the daily curriculum. Over the course of 6th - 12th grades, students choosing this pathway will be enrolled in classes designed to apply skills they have acquired in introductory art classes to college and career readiness via classes in graphic design, web design, animation, art history, digital photography and commercial art. When students choosing this pathway reach the 12th grade, they complete a capstone course as well as a college level portfolio that may be submitted to the College Board for advanced placement credit. Having such a foundation will better prepare students for college courses in pursuit of a career in technology and/or visual arts. Guest speakers, university visits, and field trips to related businesses will be scheduled throughout the students’ program enrichment courses to support the educational process. The second pathway focuses on business entrepreneurship. This pathway will ensure that 6th - 12th grade students choosing this pathway will leave secondary education with a sound understanding of the principles of business, entrepreneurship, marketing and advertising, accounting, human resource management, and business ethics and leadership. With such a strong foundational knowledge of business, students will be better prepared for college courses in pursuit of a career in business and entrepreneurship. Guest

speakers, university visits, and field trips to related businesses will be scheduled throughout the students' program enrichment courses to support the educational process.

Summary Description of Programs Offered

Students at Leroy Greene Academy are preparing for success in their A-G courses while they are in their middle school grades 6-8 and have a selection of elective courses available to explore their high school pathway options. Based on student interest, they also have options for courses in Music, Art, Business, and STEAM. 8th grade students also have access to enroll in Spanish 1 and Mathematics 1. During high school, LGA students have access to a variety of A-G courses and the average student graduates with 24 A-G courses completed with a C or higher.

Students have access to in-depth study of a pathway and a variety of electives considering our small school size. LGA's instructional program includes support for students as they strive to complete their A-G courses through teacher office hours and our advisory program. In addition to A-G coursework, students have access to a variety of programs available to high school students:

- **Visual Arts Pathway:** Students complete 30 units of visual arts coursework including a Capstone AP ART or Advanced Art course that includes an Art Show to display their work.
- **Business Entrepreneurship Pathway:** Students complete 30 units of Business & Entrepreneurship coursework including a Capstone Enterprise and Entrepreneurship Course which concludes with a pitch night to propose their ideas to potential investors and members of the business community.
- **AVID:** LGA has 4 AVID sections, one-third of the teachers on campus have attended AVID training over the past three years, and we are recognized as an AVID school. We are in our 4th year of implementing AVID and are continuing to improve on implementation of AVID strategies schoolwide.
- **Advanced Placement (AP) courses:** LGA offers 10 AP courses. In alignment with the district vision to prioritize access over pass rate, we openly enroll interested students in AP courses and actively recruit students, and ensure students have access to taking AP exams by paying for the AP exams for all students.
- **Dual Enrollment:** NUSD has a partnership with American River College and students can select from 9 courses that have a set number of seats available each year. In addition we enroll students in a variety of college math courses during their 11th and 12th grade year to meet their unique math requirements based on an intended area of study after high school. We also create individualized plans for 12th grade

students based on their intended area of study and/or career which allows students to know what additional GE and/or certification courses into which they can consider enrolling.

All 6th, 7th and 8th grade students will be enrolled in both introductory business and visual arts courses. These middle school pathway courses will provide exposure to all students for both pathways that the Charter School offers. Students will navigate through introductory material in visual art and business courses that will expose them to the concepts they would study when they choose either pathway. The responsibility for the pathway courses are shared with the appropriately credentialed teachers.

All students will be enrolled in grade-level core course offerings, with the appropriate pathway enrichment courses to expand learning in their chosen path. Students enrolled in grades 9-12 will be enrolled in courses that meet the A-G requirements for admission to the UC/CSU system, along with their pathway enrichment courses each year. As a final project, seniors from each pathway will identify a product, service or business concept that they would like to launch or art they would like to showcase. Students will prepare a presentation to pitch their ideas to a panel of business owners and CEOs, who have mentored and coached them throughout the process. Students will be awarded funds to launch their product or service and work with one another to create a legitimate business for the community. The culminating project is a final pitch to a panel of five community CEOs and business owners, and one group of Entrepreneur students will be awarded the funds to continue their business. Visual Arts students participate in an Art Showcase for the community at a local business. The pitch will include a variety of elements taught to them throughout the program and highlight key information to be a successful community member.

Core curriculum used will be the standard District board-approved curriculum used by the other schools in the District. Additional curriculum used for the enrichment courses will also be District board-approved.

Expected School Wide Learning Results

PRIDE

All students will:

- Everything we do, we do with PURPOSE
- We focus on RESULTS
- We are INNOVATORS
- We are DETERMINED and persevere through challenge
- We practice EMPATHY with others

Special Education

Pursuant to California Education Code section 47641(b), the Charter School does not elect to be a local educational agency ("LEA") in accordance with California Education Code section 47641(a) and, therefore, shall not be deemed the LEA for purposes of compliance with the Individuals with Disabilities and Education Improvement Act (20 U.S.C. sections 1400, et seq.) (hereinafter "IDEIA") but shall be deemed a public school of the District. As such, the parties understand and agree that the District shall, in partnership with the Charter School, ensure that all students with exceptional needs who attend the Charter School are provided with a free and appropriate public education in compliance with the IDEIA. A child with disabilities attending the Charter School shall receive special education instruction or designated instruction and services, including transportation, in the same manner as a child with disabilities who attends another public school of the District.

1. The Charter School agrees to assume primary responsibility, and fully cooperate with the District, in identifying any student with special needs, including all students who seek enrollment at the Charter School or who are enrolled in the Charter School, and in convening annual IEP's. The District agrees that it retains responsibility for all other IDEIA obligations and responsibilities not assigned to the Charter School for students enrolled in the Charter School.
2. The Charter School's staff trained in special education shall be responsible for identifying and referring Charter School students to the District who have or may have exceptional needs that qualify them to receive special education and/or related services from the District while enrolled at the Charter School. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are identified. The Charter School shall work cooperatively with the District to provide services to pupils with exceptional needs at the Charter School. The Charter School shall notify the District's Director of Special Education or designee as soon as practicable of any and all pupils who seek to enroll or who are dropped from enrollment, and who had an IEP in the current or previous year, or who have a record of having ever received special education services. To this end, the Charter School shall require students enrolling in the Charter School to indicate whether they have, or have ever had, an IEP.
3. The District shall be responsible for evaluating and assessing Charter School students identified by the Charter School who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure

that students who have or may have exceptional needs are referred to the District for evaluation and assessment. If during the pre- placement evaluation and assessment, or any subsequent IEP, it is determined by the IEP team that the Charter School is not an appropriate placement for a student with exceptional needs, the student will be referred to the District, or the pupil's district of residence, for placement in an appropriate program that meets the needs of the student.

4. The District shall be responsible for developing, maintaining, and reviewing the form and format, as required by the District's Special Education Local Plan Area, of all written IEP's for students who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to collaborate with the District in ensuring that IEP's are implemented for all students with exceptional needs who are enrolled in the Charter School.
5. The District shall retain all special education funds of the Charter School for services to special education pupils (i.e., "special education funding allocation"). In addition, the Charter School shall pay to the District a special education general fund encroachment fee for each unit of Charter School enrollment. The fee shall be computed by dividing the District's total special education general fund encroachment in the current school year by the total number of units of District enrollment, including Charter School enrollment, in that school year.
6. The District shall address, respond, and/or investigate complaints received under the District's Uniform Complaint procedure involving Charter School students receiving special education and related services from the District. The Charter School shall cooperate with the District in responding to such complaints as required by the District.

II. MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. California Education Code Section 47605 (b)(5)(B)

The Charter School will meet all statewide standards and conduct student assessments required pursuant to California Education Code Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools. Student learning outcomes are based on the Common Core State Standards (CCSS).

English Language Arts

Students will demonstrate proficiency in English Language Arts. This includes reading, writing, speaking, and listening; comprehension of texts; ability to analyze literature using evidence; use language to function as informed and effective citizens in society, in the workplace and in life-long education; and develop an appreciation of literature.

Primary

The curriculum for reading and the language arts in kindergarten through grade three will provide explicit and systematic instruction and diagnostic support in:

- Phonemic awareness
- Phonics
- Decoding
- Word-attack skills
- Spelling
- Vocabulary
- Comprehension skills
- Writing skills and strategies and their application
- Listening and speaking skills and strategies

Students will:

- Develop their ability to analyze literature and distinguish between the structural features of narrative text (characters, theme, plot, and setting) and the various forms of narrative (myths, legends, fables).
- Develop foundation in writing strategies, applications, and conventions.
- Comprehend literature, through the use of predictions, comparisons, and the answering of essential questions.

Intermediate/High School

The curriculum for reading and language arts in grades four through twelve will provide explicit and systematic instruction and diagnostic support in:

- Word-attack skills (decoding and structural analysis as applied to multi-syllabic words)
- Spelling
- Vocabulary
- Comprehension skills, including contextual skills
- Text – the use of strategic reading skills
- Writing skills and strategies and their application
- Listening and speaking skills and their application

Students will:

- Learn how to use technology and informational resources in school, at home, and in the community as tools for preparing various types of documents, reports, and presentations.
- Learn writing applications in a full range of text structures, including narratives, biographies, autobiographies, short stories, responses to literature, research reports, persuasive compositions, technical documents, and documents related to career development.
- Learn speaking applications that require them to deliver well-organized formal presentations employing traditional rhetorical strategies.
- Learn about literary forms and devices that help to define and clarify an author's ideas, purpose, tone, point of view, and intentions.

Mathematics

Primary, intermediate and high school students will:

- Express, interpret, and use mathematical concepts to construct valid arguments and solve real-world problems.
- Demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques.
- Demonstrate proficiency in the Math course in which they are currently enrolled.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- Develop logical thinking in order to analyze evidence and build arguments to support or refute hypothesis.
- Make connections between mathematics and other disciplines.
- Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices.
- Develop an appreciation for the beauty and power of mathematics as it relates to different forms of art.

Science

Students will:

- Understand the use of the scientific process in problem-solving; develop the habit of critical thinking, and learn to construct a body of concepts

through experiential activities and communications; integrate physical, earth and life sciences in understanding natural phenomena; use technology for information retrieval, data acquisition and analysis, and communications.

- Learn foundational skills and knowledge that they will need in middle and high school.
- Be introduced to facts, concepts, principles, and theories organized under the headings of physical, life, and earth sciences.
- Learn essential investigation and experimentation skills that will continue to be developed through high school.
- Be taught science with well-structured activities and expository reading materials that connect the world around them to the science content.
- Raise questions, follow their curiosity, and learn to be analytical.
- Be taught to establish a practice of open and honest expression of ideas and observations, learning to listen to and consider the ideas and observations of other students.
- Engage in demonstrations, investigations, experimentations, and science projects, both at the school site and away from school.

Social Science

- Students will address the following universal concepts by using a variety of sources:
- Recognition of the dignity of the individual and the importance of ethical issues in the context of societies.
- Understand religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction.
- Application of basic economic and political concepts.
- Knowledge of the role minorities, immigrants, and women have played in our society.
- Understanding of the basic principles of democracy and the origins of basic constitutional concepts.
- Using time and chronology in the analysis of cause and effect.

Chronological and Spatial Thinking

Students will:

- Place key events and people of the historical era they are studying in a chronological sequence and within a spatial context and interpret time

lines.

- Correctly apply terms related to time, including past, present, future, decade, century, and generation.
- Explain how the present is connected to the past, identifying both similarities and differences between the two, and how things change or remain the same over time.
- Use map and globe skills to determine the absolute locations of places, interpreting the information available in the legend, scale, or symbolic representations of the map or globe.
- Judge the significance of the relative location of a place (e.g. proximity to a harbor, or trade routes) and analyze how relative advantages or disadvantages can change over time.
- Differentiate between primary and secondary sources.
- Pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- Distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

Students will:

- Summarize key events of the era they are studying and explain the historical context of those events.
- Identify the human and physical characteristics of the places they are studying and explain how those features from the unique character of those places.
- Identify and interpret the causes and effects of historical events.
- Conduct cost/benefit analyses of historical and current events.

English Language Learners

Students will:

- Acquire English-language proficiency in all areas of communication, including listening, speaking, reading, and writing
- Demonstrate academic progress in the core curriculum.

Mastery of English Language Standards will be monitored through the use of unit benchmark assessments. The ELPAC is used for initial identification and for

annual assessment until students are reclassified as fluent.

Visual Arts

Students will:

- Hone the ability to make critical, informed judgments about the arts and aesthetics; ability to recognize the relationship between the arts and society and the connection to one's own culture; ability to express one's own creativity through technologically driven means of artistic expression.
- Experience the components of each arts discipline during each year in the program focusing on art instruction that is subject- centered, connected to other arts disciplines, and connected to other core subjects.
- Be given a variety of experiences, including trips to art museums, art exhibits, and festivals.
- Be provided with the essential steps towards developing abilities to communicate.
- Gain the knowledge and skill necessary to express ideas creatively in verbal and nonverbal ways.
- Read and think about the arts.
- High school students will develop requisite skills in order to attend a university, or enter the job market in the Media Arts or Production Arts fields.

Instruction is delivered by a combination of specialists, classroom teachers, and guest artists. Art activities are related to the student's interests and include products that are initiated, designed, and completed by the student, and show a balance between student- initiated and teacher-directed activities.

Technology

Students will:

- Learn how to use technology as a 21st Century learner.
- Use technology to improve communication, artistic expression, promotion and information through the use of industry-standard hardware and software, along with being a standard means of preparing word processing documents, presentations, and data sheets.

Business

Students will:

- Learn the principles of business as they relate to business planning,

marketing, entrepreneurship, accounting, law, human resource management and business leadership.

- Apply the knowledge they gain in these classes to practical business situations, including partnering with community businesses to demonstrate their learning.

World Language

Students will:

- Learn to use a world language to communicate accurately and appropriately, whether listening, speaking, reading, or writing.
- Understand the cultures of those countries where the target language is spoken.
- Understand the place of the target language in our own society.

Special Education

Each student will achieve goals and objectives designed specifically to address his or her academic, vocational, and social-emotional strengths and needs. Multiple methods for assessing student growth and understanding will be employed in order to provide continuous feedback for all individuals supporting the student (i.e. parents/guardians, teachers, designated instructional service providers, etc.) Students will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to each student's needs pursuant to an IEP. Students will demonstrate proficiency as defined in their IEP in core curriculum subject matter through a variety of assessment methods. Consultation and collaboration between general and special education teachers will ensure full access to the general education curriculum for all students with exceptional needs. The Charter School will continue federal and state mandated educational services.

Physical Development and Health

Students will:

- Acquire lifetime physical fitness concepts to help them develop motor skills.
- Shape and maintain a positive self-image.
- Display appropriate social behavior.
- Enjoy physical education as a recreational interest.
- Increase muscular strength and endurance, flexibility and agility.

- Develop cardio-vascular endurance.
- Maintain body composition.
- Gain an understanding of human growth and development, as well as sexuality.
- Plan a physical fitness program.
- Understand nutrition, substance abuse, and the nature of illness.
- Demonstrate their knowledge of the skills and course content on written examinations, physical skills tests, and observation by the instructor during class activities.

III. PUPIL ASSESSMENT

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

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, the Charter School will conduct testing pursuant to California Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to the District and the California Department of Education (CDE).

Statewide Testing

As one method of measuring student progress, assessments will be conducted pursuant to 47605(c)(1) which requires the Charter School to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to students in non- charter schools.

English Language Proficiency Assessment for California (ELPAC)

The ELPAC is used for initial identification of English language learners and for annual assessment until students are reclassified as fluent.

Summative and Benchmark Assessments

Summative assessments are used to evaluate student learning at the end of a phase of instruction or instructional unit. For each core course, teachers are

refining a scope and sequence (Year-at-A-Glance YAG). These YAGs include unit descriptions, key learning targets and summative assessments for each unit of study. The key learning targets are taken from the Common Core State Standards.

Student teams will present a culminating project in their senior year to demonstrate their level of mastery. Teams will include members from each program. Students will have a portfolio which represents their work in their focus area for the years they attended the Charter School.

All grades use IXL as a targeted learning tool. It offers experiences for students, tailored to their age group by specific subject and topic. By offering analytics and recommendations, it is able to help support teaching and learning with a very focused outcome. Students take three diagnostic assessments each year to measure their progress.

In the spring of each academic year, all students in grades 6th through 8th and 11th, take the Smarter Balanced assessment. This assessment helps to determine students' progress toward college and career readiness in English language arts/literacy and Mathematics.

IV. GOVERNANCE STRUCTURE

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

Authorizing Agency

The Charter School is a separate legal entity formed pursuant to the Charter Schools Act, with oversight responsibility vesting in the authorizing agency: The Board of Trustees of the District. Accordingly, the Board of Trustees may approve, modify, or reverse any recommendation, decision, or other action by the Charter School's Executive Council or Principal.

Executive Council

The Charter School's Executive Council will serve as the Charter School's Board of Directors and is comprised of five appointed members (Principal, NUSD Chief Business Officer, NUSD Superintendent or designee, and two parent/community members). All meetings of the Executive Council will comply with the

requirements of the Ralph M. Brown Act. (Gov. Code § 54950 et seq.) The Executive Council's responsibilities include direct management of all operations of the Charter School, including but not limited to, the review of financial and operational management of the school, the annual financial budget, solicitation and receipt of grants and donations, contracts, personnel matters, and relations with the District. The Executive Council also provides guidance to the educational and extracurricular programs offered by the Charter School.

The Executive Council shall comply with the Public Records Act, and all conflict of interest laws generally applicable to the District's

Board of Trustees, including but not limited to, Government Code section 1090 and the Political Reform Act.

Principal

The responsibilities of the Principal, or designee, may include, but are not limited to, the following:

1. Direct the daily operation and administration of the campus, including overall supervision of all staff members and volunteers.
2. Work closely with the Assistant Principal to ensure the well-being of the campus, its staff, and students.
3. Ensure the timely evaluation of all certificated and classified personnel.
4. Execute Charter School policies and conduct educational activities, as well as recruitment and training of staff employed by the Charter School.
5. Act as the instructional leader, responsible for helping students achieve outcomes as outlined in the educational program.
6. Take action as necessary on all confidential matters, with input as necessary from Assistant Principal and/or Executive Council.
7. Report to the Executive Council.
8. Work with Assistant Principal to monitor students with disciplinary issues and work with guardians to remind them of their obligation to involve themselves in school activities.
9. Oversee the implementation of the educational program consistent with the Charter School's mission and vision.
10. Oversee development and implementation of curriculum in alignment with State of California Standards and Frameworks.
11. Monitor and evaluate student achievement, and develop strategies with staff to ensure academic progress.
12. Guide the teacher and staff hiring process.

13. Participate in the dispute resolution procedures and complaint procedure when necessary.
14. Develop annual Charter School performance target goals.
15. Oversee the recommendation and implementation of student IEP's and attend IEP meetings as necessary.
16. Plan, coordinate, and attend student orientations as necessary.
17. Facilitate and attend open house events.
18. Oversee and guide all parent/student/teacher relations as necessary.
19. Stay informed of educational laws and legislation and obtain legal counsel as necessary.
20. Implement site safety procedures in compliance with all applicable laws and District policies.
21. Create, appoint, and guide committees to assist in the execution of certain planning and administrative functions.
22. Establish, execute, and oversee enrollment procedures.

Director

The responsibilities of the Director may include, but are not limited to, assisting the principal in the following:

1. Facilitate curriculum plans.
2. Coordinate community projects with the curriculum of the school.
3. Organize a variety of parent involvement projects or activities.
4. Assist the principal in designing and recommending school policy to the Executive Council.
5. Work closely with the site principal to ensure the well-being of the campus, staff, and students.
6. Assist the principal in the preparation of annual reports to the District Board of Trustees and assist in any interim reports as requested by the Board of Trustees such as changes in bylaws.
7. *Other duties as appointed by the principal and the Executive Council.*

Leadership Team

Each department will have representation on the leadership team with the administration, whose responsibilities may include, but are not limited to the following:

1. Direct curricular collaboration.
2. Ensure common practices within the departments.
3. Share information and decisions between staff and administration as necessary.

4. Provide input on school-wide decisions/policies as necessary.

Staff

1. Direct, develop and implement curriculum in compliance with the guiding philosophy of the Charter School.
2. Make recommendations and suggestions on policy and fiscal expenditures to the principal.
3. Identify areas of concern and suggest solutions to the assistant principal.
4. *All staff may be called upon to assist the school administration.*

V. EMPLOYMENT QUALIFICATIONS

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

The Charter School will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in the Educational Program. In accordance with California Education Code Section 47605(d)(1), the Charter School will be nonsectarian in its employment practices and all other operations.

With the exception of the Charter School's Principal, all persons employed by the Charter School (Charter School Employees) are employees of the Charter School and shall not be deemed to be employees of the District for any purpose whatsoever. All applicants for positions with the Charter School will be considered through an open process, and if hired, will enter into an employment agreement with the Charter School. Except as stated in Article XIII below, Charter School Employees are employed "at will" and either the Charter School or the Charter School Employee may terminate the employment at any time, with or without cause and with or without prior notice. Charter School Employees shall have no return rights of any kind with the District and may not transfer or work at any District school site or facility.

Certificated

The Charter School will retain or employ teaching, counseling, and administrative staff who hold appropriate California certificates, permits, and/or other documents issued by the Commission on Teacher Credentialing. Qualifications for other full-time, part-time, or temporary employees will be determined by the Charter School's Principal with the assistance of the Executive

Council as necessary.

Principal

At a minimum, the "Principal" is required to hold a current teaching credential and administrative credential, and shall have past administrative experience as an administrator in an elementary, middle, or high school setting.

Teachers

All charter school teachers teaching core subjects will be "highly qualified" as that term is defined under federal law and further defined by California state regulations implementing such requirements.

Teachers will teach the "core" academic classes of mathematics, language arts, science and health, history/social studies, physical education, visual arts, and technology. These teachers will be responsible for overseeing the students' academic progress and for monitoring, grading, and matriculation decisions as specified in the school's operation policies. All teachers must also possess one of the following: EL SDAIE authorization, CLAD, CTEL, B-CLAD credentials) or equivalent.

To support the students, the Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher. The key qualifications of Charter School teachers include:

- The requisite teaching credential and demonstrated expertise within the content area and grade-level taught;
- In-depth knowledge of and successful application of current teaching/learning theory to improve the success of children;
- Ability to plan instructional units using developmentally appropriate instructional materials and strategies;
- Ability to collaboratively plan instructional units with other teachers and specialists;
- Willingness to work with parent, student, and community groups;
- Belief in and demonstrated work to implement an educational philosophy that supports success for all students; and
- Enthusiasm for teaching and continued professional growth and development.

The Charter School will employ teachers that hold a current Commission on Teacher Credential, certificate, permit, or other document equivalent to that

which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the chartering authority. Teachers of core subjects shall be fully credentialed and responsible for, but not limited to, the following:

- Preparing course content and instruction;
- Assigning and grading student work;
- Planning curriculum;
- Collaborating with fellow teachers and Charter School administrators;
- Conducting student assessments; and
- Communicating with parents/guardians.

Candidates for teaching positions with the Charter School shall demonstrate a commitment to students and learning; knowledge of their subject matter; and a willingness to be innovative and dynamic in their instructional methods.

Candidates for teaching positions must also meet all of the following minimum requirements:

- Bachelor's Degree.
- Valid California Teaching Credential or equivalent CTC-issued document.
- If appropriate, or determined by the Charter School or the State of California as required, the individual will hold all appropriate supplemental credentials.
- Additionally, all core teachers, as defined by federal law, shall meet the applicable definitions of the "highly qualified" requirements.

Professional Development and Retention of Highly Qualified Teachers

The Charter School will endeavor to engage in the ongoing professional development of all teachers at the Charter School. Ongoing professional development is essential to the continued development of educator skills and expertise, and the retention of high quality teachers is important for the success of the Charter School. The Charter School's professional development will focus on supporting teachers to best administer the California content standards in a meaningful manner.

Instructional Aides/Paraprofessionals

The Charter School may employ instructional aides to support the Charter School's Educational Program. The key qualifications of instructional aides and paraprofessionals include:

- High School Diploma or equivalent;
- AA degree or 48 semester units or the District's proficiency test if required by federal law;
- Knowledge of and ability to assist in instructing reading, writing, and

- mathematics as demonstrated through a local or state assessment;
- Ability to provide assistance in a computer laboratory;
- Ability to provide support in a library/media center; and
- Ability to provide instructional assistance to students in all core subjects provided it is under the direct supervision of a certificated employee.

Support Staff

The Charter School will seek support staff members that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant operational requirements. These non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan adopted personnel policies. The key qualifications of support staff are provided below:

- Confidentiality with all written, spoken, and electronic information;
- Exceptional clerical and office skills;
- Knowledge and ability to interface with hardware and software on campus; and
- Ability to perform all duties specific to the job classification.

General Requirements, Hiring and Performance Review

All employees of the Charter School will be able to demonstrate an understanding and ability to effectively perform services that contribute to the primary goals of the Charter School. Employees will be able to operate within all learning programs for which they are qualified and be willing to expand professionally. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by California Education Code §44237. The Charter School will adhere to California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Prior to employment, each employee must furnish documentation illustrating that the candidate tested negative for tuberculosis (TB), as well as documents establishing legal employment status. The NUSD Superintendent and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

The Principal of the Charter School will have the responsibility of evaluating the performance of the Charter School teaching and support staff.

Evaluation Process

The Evaluation Process of Certificated Charter School employees is outlined in

Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement.

Policies

Any policies not expressly stated in this Charter Petition may be found within the Charter School's Employee Handbook, or NUSD Board Policy adopted by the Executive Council.

Employee Compensation and Benefits

Certificated Charter School employees follow the employee compensation and benefits outlined in Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement.

VI. HEALTH AND SAFETY

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

The Charter School has adopted the District's comprehensive set of health, safety, and risk management policies, including but not limited to:

- Policies requiring enrolling students to provide documentation of immunizations.
- Policies and procedures for response to natural disasters and emergencies, including fire and earthquakes.
- Policies related to preventing contact with blood-borne pathogens.
- Policies requiring that instructional and administrative staff receive training in emergency response, including appropriate first-responder training.
- Policies related to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received State Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Requirements that each employee of the Charter School submits to a criminal background check as required by California Education Code Section 44237; subcontractors and vendors, whose duties require contact with Charter School students, submit fingerprints in accordance

with California Education Code section 45125.1; and all volunteers, who will supervise children outside of the presence of a credentialed employee, undergo fingerprinting/background checks pursuant to California Education Code sections 35021 et seq.

- Policies governing staff action as mandated child abuse reporters.
- All staff members are required to offer medical clearance including proof of medical exam and tuberculosis (TB) screening.

VII. RACIAL AND ETHNIC BALANCE

The means by which the school will achieve 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)

The District's jurisdiction includes a wide range of ethnic, socioeconomic, and racial groups. The Charter School's enrollment will be monitored and reported by the Principal to the District each year through the CBEDS process. The Charter School will strive through recruitment practices to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the District's geographic boundaries. The Charter School will implement a recruitment strategy that includes, but is not limited to, the following:

The development and distribution of promotional/informational materials in English and other languages that reaches out to various racial and ethnic groups represented in the District.

- Using press releases and other communications with local print and broadcast news media.
- Posting notices or banners in libraries and other public buildings and spaces, as well as with local businesses and community institutions to advertise dates, times, and locations of open houses, informational meetings, and other outreach activities for students and families of all races and ethnic backgrounds.
- Maintaining the Leroy Greene Academy website.
- Conducting an annual assessment of student enrollment to further target underrepresented racial and ethnic groups.

VIII. ADMISSION REQUIREMENTS

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

The Charter School uses an open enrollment admission policy for all students, and does not discriminate on the basis of residency, gender, sexual orientation, disability, religion, national origin, ethnic and/or racial background, or achievement level. The Charter School does not charge tuition and is non-sectarian in its programs, admissions, and policies. Continued enrollment is dependent upon progress toward graduation and making satisfactory academic progress.

If the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils, shall be determined by a public random drawing in accordance with California Education Code section 47605(d)(2). Preference may be given in the following order;

1. Pupils currently attending the Charter School;
2. District pupils residing within the attendance area of the Charter School, as defined by the District;
3. Siblings of pupils currently attending the Charter School;
4. District pupils who meet the federal school guidelines for economic support known as "Title One" or "Free or Reduced Lunch" subsidy; and
5. All other pupils residing within the District.

Students and parents/guardians are strongly urged to carefully consider the nature of the programs offered and the rigor of the curriculum prior to applying.

IX. ANNUAL AUDIT

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

State Accounting Practices

The District will serve as the fiscal agent for the Charter School and will contract with an independent audit firm that will conduct all financial audits consistent with state accounting practices. The reports will also be available for public review. No later than December 31 of each calendar year, all audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Trustees and the District. Any disputes regarding the resolution of audit exceptions will be referred to a dispute resolution process. Disputes between the Charter School and Board of Trustees will be resolved through a collaborative effort facilitated by the Executive Council and District Superintendent.

Financial Statements

The Charter School will provide all financial statements required by the District to the District upon request. The Charter School will use QSS along with timetables established by the District to remain in compliance with all required deadlines in fiscal matters. The District will notify the Charter School of all due dates (end of month, P1, P2, and P3) by August 1 of each school year.

Audits

The Charter School will use the same audit firm selected by the District to maintain continuity within the District. Furthermore, the Charter School will be billed a pro-rata share for its portion of the audit prepared by the external auditors. The formula for this billing is based on (total cost of the audit)/ (total number of students in the District) x (total number of students at the Charter School).

X. PUPIL SUSPENSION AND EXPULSION

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

The Charter School's students are expected to act in a manner that is caring, confident, and demonstrates they are college bound. Upon enrollment, all students will receive a Student Handbook that covers academic, attendance, and behavior expectations. A student who fails to meet the academic, attendance or behavior expectations will be placed on a probationary contract after a meeting with student, parent/guardian, teachers, and the school principal. If the student fails to meet the criteria in the probationary contract, he or she may be dismissed from the Charter School and required to return to his or her school of record in accordance with the process outlined in the Student handbook.

A student may be suspended and/or expelled if found in violation of California Education Code 48900 et seq. Students who reside outside the District's attendance boundaries will be required to return to their district of record with written notice of the expellable offense to the District Superintendent of record. The Charter School has adopted all District policy, and federal and state laws as they pertain to the administration of discipline.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504, is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a

basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

XI. RETIREMENT SYSTEM

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, Public Employees' Retirement System, or federal social security. California Education Code Section 47605 (b)(5)(K)

The Charter School's certificated employees (as defined under Employee Rights) shall be covered by the State Teachers' Retirement System (STRS). Non-certificated Charter School employees shall be covered by the Public Employee Retirements System (PERS) or federal social security (FICA) as provided by law. The Charter School shall contract with the District's payroll services to provide all administrative services in connection with STRS, PERS, and FICA reporting requirements per a Memorandum of Understanding ("MOU") between the Charter School and the District.

XII. 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)

Enrollment in the Charter School is strictly voluntary. Students who reside in the District have the option of attending their home school of record. Parents/guardians and guardians of non-District students enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

XIII. RETURN RIGHTS OF DISTRICT EMPLOYEES

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

The Charter School is a separate legal entity under the Charter Schools Act. The rights of Certificated Charter School employees are outlined in Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement. All other employees of the Charter School are "at-will" employees employed by the Charter School and not the District. Accordingly, District employees shall have no employment rights or rights to transfer with respect to the Charter School, except as stated in Article XIX of the Natomas Teacher's Association Collective

Bargaining Agreement for Certificated Charter School employees. Likewise, Charter School employees shall have no employment rights with the District or rights to transfer to any District school, except as stated in Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement. Any District employee not covered by Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement who chooses to work at the Charter School shall resign their status as an employee of the District and all of their rights and benefits thereof.

XIV. 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)

Disputes between the Charter School and the District will be resolved through a collaborative effort facilitated by the Executive Council and the Superintendent. Amendments to the Charter may be prepared through the Executive Council and submitted to the Board of Trustees for approval. The Charter School has adopted all Board policies that intersect with charter law and all statutes, laws, and regulations for charter schools.

The District may revoke this Charter under the following conditions:

- Violation of any provision of law;
- Failure to meet acceptable standards of fiscal management;
- Failure to make progress toward student outcomes outlined in this charter; and/or
- Violation of the conditions, standards, or procedures outlined in this charter.

XV. COLLECTIVE BARGAINING

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

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the California Education Code [47611.5(b)]. In accordance with this code, the Charter School employees have the right to join organizations of their choice, and to be represented by such organizations in their professional

and employment relationships with public school employers.

As of August 17, 2015, the Natomas Teacher's Association is recognized as the labor representative of all Leroy Greene Academy certificated Charter School employees. The rights of such certificated employees are stated exclusively in Article XIX of the Natomas Teacher's Association Collective Bargaining Agreement.

XVI. SCHOOL CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. California Education Code Section 47605 (b)(5)(P)

In the event that the Charter School closes, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all Average Daily Attendance apportionments and other revenues generated by students attending the Charter School, after payment of all debts and liabilities and refunds to applicable agencies, shall revert to the District. All records will be maintained by District until parents/guardians, or students of age obtain said records. The records will be maintained only for such time required by law and then purged and destroyed to ensure the confidentiality of the students and their families.

Equipment and Materials

All equipment and materials purchased by the Charter School shall remain the property of the District upon closure of the Charter School. If the Charter School is required to liquidate such equipment or materials to repay or return State funds upon closure of the Charter School, or to repay creditors, all remaining equipment and materials shall revert to the District. The Charter School shall be solely responsible for maintaining such equipment and/or materials in good working order and may not use such equipment and/or materials for any personal or private use. The Charter School shall mark and identify, and maintain a written inventory of all such equipment and materials with a purchase value of five hundred dollars (\$500) or more. The written inventory shall be updated and provided to the District annually. The Charter School shall account for all assets obtained in its financial reports.

XVII. MISCELLANEOUS CLAUSES

Additions, Deletions, and Modifications of this Charter Amendments to this charter may be recommended by the Executive Council, the school principal, or other entities deemed in a leadership role at the school. All changes must be approved by the District's Board of Trustees pursuant to the timelines and

process as specified in California Education Code section 47605(b).

Facilities

The Charter School will lease facilities from the District located at 2950 West River Drive, Sacramento, California 95833 ("Site") throughout the term of the Charter and any subsequent renewal, subject to terms and conditions to be set forth in a Facility Use Agreement between the Charter School and the District.

Transportation

The Charter School shall ensure that Charter School field trip consent and medical insurance forms are consistent with the requirements set forth in District forms. The District shall not be responsible for paying any costs in connection with transporting Charter School students, except to the extent such services may be required pursuant to an IEP.

Administrative Services

The Charter School shall be solely responsible for the direct cost of all administrative services provided by the District to the Charter School including but not limited to the following: Liability & Property Insurance fees; Attendance and Financial Software; Student Testing (CAASPP or successor); Student Health Screenings; Staff Development; Technology Services; Fiscal Services (beyond oversight); and Sacramento County Office of Education Annual fees. The arrangement for the District provision of administrative services to the Charter School shall be set forth in an MOU between the parties.

Pupil Records

The Charter School shall at all times maintain Charter School pupil records, including but not limited to cumulative files, student work portfolios, immunization records, special education files, and/or attendance verification at the school site located within the District. Notwithstanding California Education Code section 47610, the Charter School shall comply with California Education Code sections 49060 through 49079. Charter School pupil records maintained by the Charter School shall be made available for inspection by the District at any time for purposes of verifying that the Charter School is in compliance with all state and federal laws, and its Charter.

Insurance Coverage and Indemnity

The District and Charter School participate in the Schools Insurance Authority-sponsored property, liability and worker' compensation programs. For the term of this Charter, both parties shall remain covered by those programs, the costs of which shall be separately borne by each party, although any increase in the District's experience or rating factor due to claims arising from the Charter School's operations, or use of the Site that leads to an increased contribution (premium) to be paid by the District, for the purchased coverage due to claims arising from the Charter School's operations, or use of the Site shall be solely payable by the Charter School. The Charter School shall indemnify and hold

harmless the District throughout the term of the Charter and as set forth in the MOU.

Local Funding

The Charter School elects to receive the state aid portion of charter school general-purpose entitlement and categorical block grant funds as a locally funded Charter School pursuant to California Education Code section 47651(a)(2) and all such funds shall be deposited into a District account established solely for the "Leroy Greene Academy." The District shall transfer to the School funding in lieu of property tax in accordance with California Education Code section 47635. The School recognizes that the District shall have no responsibilities for funding the Charter School beyond the actual funding received for the School.

Oversight and Facilities Fee

The Charter School shall pay an amount equal to three percent (3%) of the total revenues of the Charter School (one percent (1%) for Supervisorial oversight and two percent (2%) for use of the Site), pursuant to California Education Code section 47613. "Revenue" for purposes of this calculation shall include the general-purpose entitlement calculated pursuant to Education Code section 47633, and the categorical block grant calculated pursuant to Education Code section 47634, as computed by the local control funding formula pursuant to Education Code sections 42238.02 and 42238.03.

Local Control Accountability Plan

On or before July 1 of each year thereafter, the Charter School shall provide the District its Local Control Accountability Plan ("LCAP") in accordance with Education Code sections 47606.5 and 52064. The LCAP shall include the goals and annual actions to achieve those goals as identified in the Charter pursuant to Education Code section 47605(b)(5)(A) or Section 47605.6(b)(5)(A). The LCAP and annual update shall be developed using the template adopted pursuant to Section 52064 and shall include all of the following:

1. A review of the progress toward the goals included in the Charter, an assessment of the effectiveness of the specific actions described in the Charter toward achieving the goals, and a description of changes to the specific actions the Charter School will make as a result of the review and assessment.
2. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the Charter as a result of the reviews and assessment required by paragraph (1).

The expenditures identified in the LCAP shall be classified using the California School Accounting Manual pursuant to Section 41010.

For purposes of the review required by Section 47606.5(a), the Charter School may consider qualitative information, including, but not limited to, findings that

result from school quality reviews conducted pursuant to Section 52052 or any other reviews.

To the extent practicable, data reported pursuant to this requirement shall be reported in a manner consistent with how information is reported on a school accountability report card.

The Charter School shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.

Term

The five-year term of this Renewal shall commence on July 1, 2025 and end on June 30, 2030


APPENDICES

Appendix A: *School Calendar*

Appendix B: *Bell Schedule/Instructional Minutes for 2025-2026*

Appendix C: *Projected 25/26 Year Budget and Three-Year Cash-Flow*

Appendix D: *CA Dashboard 2024*

2025-2026 Student Calendar																		
180 Instructional Days																		
July							January											
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa					
		1	2	3	4	5					1	2	3					
6	7	8	9	10	11	12	4	5	6	7	8	9	10					
13	14	15	16	17	18	19	11	12	13	14	15	16	17					
20	21	22	23	24	25	26	18	19	20	21	22	23	24					
27	28	29	30	31			25	26	27	28	29	30	31					
August							February							First Day of Class		August 14, 2025		
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Last Day of Class		May 29, 2026		
					1	2	1	2	3	4	5	6	7	No School				
3	4	5	6	7	8	9	8	9	10	11	12	13	14	July 4		Independence Day		
10	11	12	13	14	15	16	15	16	17	18	19	20	21	September 1		Labor Day		
17	18	19	20	21	22	23	22	23	24	25	26	27	28	November 10		District Staff Development Day		
24	25	26	27	28	29	30								November 11		Veteran's Day		
31														November 24		Certificated Holiday		
September							March							November 25		Certificated Holiday		
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	November 26		Local Holiday		
	1	2	3	4	5	6	1	2	3	4	5	6	7	November 27		Thanksgiving Day		
7	8	9	10	11	12	13	8	9	10	11	12	13	14	November 28		Local Holiday		
14	15	16	17	18	19	20	15	16	17	18	19	20	21	December 22 - January 2		Winter Recess		
21	22	23	24	25	26	27	22	23	24	25	26	27	28	December 24		Christmas Eve		
28	29	30					29	30	31					December 25		Christmas Day		
														January 1		New Year's Day		
October							April							January 19		Martin Luther King Day		
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	February 9		Presidents' Day (Lincoln Day)		
			1	2	3	4				1	2	3	4	February 16		Presidents' Day (Washington Day)		
5	6	7	8	9	10	11	5	6	7	8	9	10	11	March 30 - April 3		Spring Recess		
12	13	14	15	16	17	18	12	13	14	15	16	17	18	May 25		Memorial Day		
19	20	21	22	23	24	25	19	20	21	22	23	24	25	June 19		Juneteenth		
26	27	28	29	30	31		26	27	28	29	30							
November							May							<p>End of Quarter Dates:</p> <p>1st Quarter: October 10, 2025</p> <p>2nd Quarter: December 19, 2025</p> <p>3rd Quarter: March 13, 2026</p> <p>4th Quarter: May 29, 2026</p> <p>Minimum Days (Finals):</p> <p>1st Quarter: October 9-10, 2025</p> <p>2nd Quarter: December 18-19, 2025</p> <p>3rd Quarter: March 12-13, 2026</p> <p>4th Quarter: May 28-29, 2026</p> <p>Staff Development Days (Non-Student Days):</p> <p>August 7-13, 2025</p> <p>November 10, 2025</p> <p>May 29, 2026</p> <p>Staff Development Early Release Days</p> <p>Students released at 12:50 pm</p> <p>Dates TBD</p>				
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa					
						1							1					2
2	3	4	5	6	7	8	3	4	5	6	7	8	9					
9	10	11	12	13	14	15	10	11	12	13	14	15	16					
16	17	18	19	20	21	22	17	18	19	20	21	22	23					
23	24	25	26	27	28	29	24	25	26	27	28	29	30					
30							31											
December							June											
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa					
	1	2	3	4	5	6		1	2	3	4	5	6					
7	8	9	10	11	12	13	7	8	9	10	11	12	13					
14	15	16	17	18	19	20	14	15	16	17	18	19	20					
21	22	23	24	25	26	27	21	22	23	24	25	26	27					
28	29	30	31				28	29	30									

Appendix B: *Bell Schedule/Instructional Minutes for 2025-2026*

Leroy Greene Academy

2025-2026 Bell Schedules

Regular Bell Schedule							
(Mondays, Tuesdays, Thursdays, and Fridays)							
First Lunch (Middle School)				Second Lunch (High School)			
Period	Start	End	Minutes	Period	Start	End	Minutes
Period 1	8:30	9:59	89	Period 1	8:30	9:59	89
Period 2	10:04	11:33	89	Period 2	10:04	11:33	89
Lunch	11:33	12:03	30	Period 3	11:38	1:07	89
Period 3	12:08	1:37	89	Lunch	1:07	1:37	30
Period 4	1:42	3:11	89	Period 4	1:42	3:11	89
Advisory	3:16	3:46	30	Advisory	3:16	3:46	30

Early Release Bell Schedule							
(Every Wednesday)							
First Lunch (Middle School)				Second Lunch (High School)			
Period	Start	End	Minutes	Period	Start	End	Minutes
Period 1	8:30	9:45	75	Period 1	8:30	9:45	75
Period 2	9:50	11:05	75	Period 2	9:50	11:05	75
Lunch	11:05	11:35	30	Period 3	11:10	12:25	75
Period 3	11:40	12:55	75	Lunch	12:25	12:55	30
Period 4	1:00	2:15	75	Period 4	1:00	2:15	75

Minimum Day Bell Schedule							
(Finals Days)							
All Grade Levels (Day 1)				All Grade Levels (Day 2)			
Period	Start	End	Minutes	Period	Start	End	Minutes
Period 1	8:30	10:30	120	Period 3	8:30	10:30	120
Break	10:30	10:45	15	Break	10:30	10:45	15
Period 2	10:50	12:50	120	Period 4	10:50	12:50	120
Optional Lunch	12:50	1:20	30	Optional Lunch	12:50	1:20	30

Academic Assembly/Rally Bell Schedule							
First Lunch (Middle School)				Second Lunch (High School)			
Period	Start	End	Minutes	Period	Start	End	Minutes
Period 1	8:30	9:51	81	Period 1	8:30	9:51	81
Period 2	9:56	11:17	81	Period 2	9:56	11:17	81
Lunch	11:17	11:47	30	Period 3	11:22	12:43	81
Period 3	11:52	1:13	81	Lunch	12:43	1:13	30
Period 4	1:18	2:39	81	Period 4	1:18	2:39	81
Advisory	2:44	2:49	5	Advisory	2:44	2:49	5
Assembly	2:54	3:46	52	Assembly	2:54	3:46	52

Appendix B: *Bell Schedule/Instructional Minutes for 2025-2026*

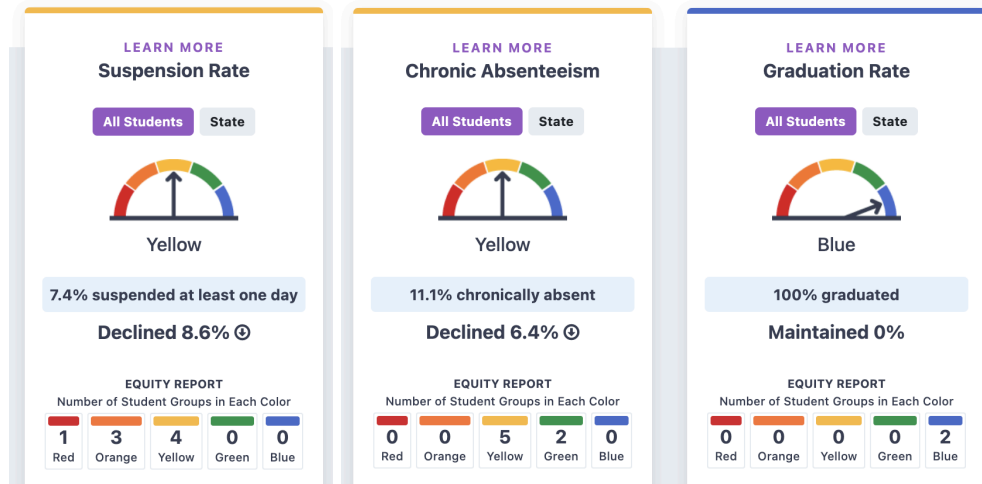
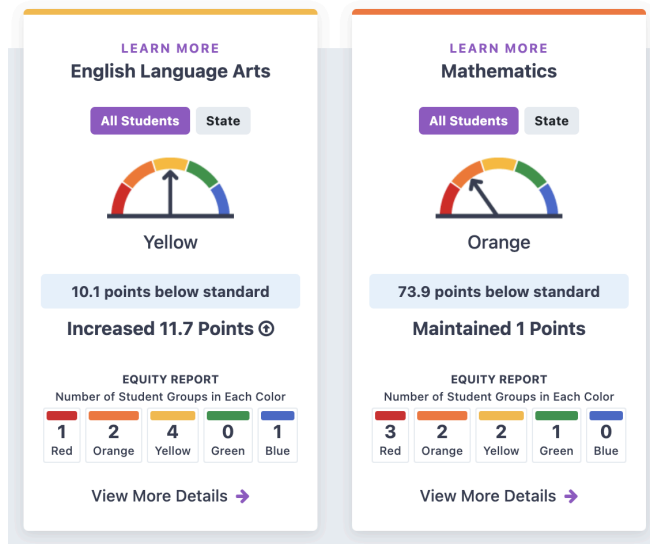
Staff Development Early Release Bell Schedule							
(Dates TBD)							
First Lunch (Middle School)				Second Lunch (High School)			
Period	Start	End	Minutes	Period	Start	End	Minutes
Period 1	8:30	9:31	61	Period 1	8:30	9:31	61
Period 2	9:36	10:37	61	Period 2	9:36	10:37	61
Period 3	10:42	11:43	61	Period 3	10:42	11:43	61
Period 4	11:48	12:50	62	Period 4	11:48	12:50	62
Optional Lunch	12:50	1:20	30	Optional Lunch	12:50	1:20	30

Appendix C: Projected 25/26 Year Budget and Three-Year Cash-Flow

1.07% COLA 24-25
 2.93% COLA 25-26
 3.08% COLA 26-27
 3.30% COLA 27-28

LEROY GREENE ACADEMY
 2024-25 First Interim
MULTI-YEAR BUDGET SUMMARY

Description	2024-25	2025-26	2026-27
Key Budget and Financial Variables			
School Enrollment	755	755	755
School ADA	717.26	717.26	717.26
Ratio of ADA to Enrollment	95%	95%	95%
Revenues:			
State - LCFF	9,618,052	10,060,067	10,409,115
Other State	861,616	861,616	861,616
Federal	-	-	-
Local	350,000	350,000	350,000
Total Revenue	\$ 10,829,668	\$ 11,271,683	\$ 11,620,731
Expenditures:			
Certificated Salaries	5,211,258	5,255,281	5,360,435
Classified Salaries	748,602	755,976	769,419
Employee Benefits	2,527,882	2,519,056	2,551,810
Total Compensation Costs	\$ 8,487,742	\$ 8,530,314	\$ 8,681,665
Books and Supplies	552,364	119,375	119,375
Operating Costs	1,703,461	1,461,015	1,461,015
Total Expenditures	\$ 10,743,567	\$ 10,110,704	\$ 10,262,055
Other Outgo:			
Special Education Contribution	254,900	254,900	254,900
Indirect Costs	-	-	-
Total Outgo	\$ 254,900	\$ 254,900	\$ 254,900
Revenues over(under) Expenditures	\$ (168,799)	\$ 906,079	\$ 1,103,776
Beginning Fund Balance	\$ 8,983,761	\$ 8,814,962	\$ 9,721,041
Ending Fund Balance	\$ 8,814,962	\$ 9,721,041	\$ 10,824,818
Components of Ending Fund Balance			
Economic Uncertainty Designation*	990,000	933,000	947,000
Stabilization	3,824,962	3,563,041	3,652,818
Capital Improvements	4,000,000	5,000,000	6,000,000
Textbook Adoption (ELA, Math ...)	-	150,000	150,000
Student & Staff Tech Refresh (Chromebooks, Projector Replacements, etc ...)	-	75,000	75,000
Unappropriated Fund Balance	-	-	-
Ending Fund Balance	\$ 8,814,962	\$ 9,721,041	\$ 10,824,818



Local Indicators

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET