Delta Charter Online

A K-12 Charter School Petition

Submitted to New Jerusalem Elementary School District

Superintendent

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OVERVIEW

Renewal Criteria

According to the California Department of Education, renewals of charters are governed by the standards and criteria outlined in EC Section 47607

https://www.cde.ca.gov/sp/ch/renewalprocess.asp#terms

Petition Elements

Renewals of charters are governed by the standards and criteria described in EC Section 47607. Pursuant to EC Section 47607(b), renewals of charter are governed by the standards and criteria described in EC Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

Performance Categories

Pursuant to EC Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school's placement under the performance categories, which is based on the charter school's performance under the California School Dashboard (Dashboard). https://www.cde.ca.gov/sp/ch/performcategory.asp

Under this criterion, a charter school is placed into one of the three performance level categories: high, middle, or low. The determination for charter renewals for each category are as follows:

High: A charter school in this category is eligible for a five-, six-, or seven-year renewal term.

Middle: A charter school in this category may be renewed for a five-year term.

Low: A charter school in this category may be renewed for a two-year term only if it meets the conditions under EC Section 47607.2(a)(4).

Per the CA Dashboard as well as the Charter School Performance Data file, Delta Charter Online is in the middle term and may be renewed for a five-year term.

Charter School Performance Data file: perfcat26(XLSX; Updated 2-Apr-2026)

CA Charter School Development Category worksheet: file:///C:/Users/trevo/Downloads/CSDC%202025%20Renewal-Growth_DeltaCharterOnline_2.17.2026.pdf

Delta Charter Online ELP scores showed 51.7% of EL students making progress, above the state score of 46.4%.

Dashboard ELP Progress: https://www.caschooldashboard.org/reports/39686270136135/2025/academic-performance#english-learner-progress

This also demonstrated an 18.4% increase at Delta Charter Online.

Delta Charter Online student overall received yellow in the Math and ELA performance indicators for 2025.

Dashboard ELA Progress: https://www.caschooldashboard.org/reports/39686270136135/2025/academic-performance#english-language-arts

ELA saw an increase of 16.9 points.

Dashboard Math Progress:
https://www.caschooldashboard.org/reports/39686270136135/2025/academic-performance#mathematics

Math increased by 18.2 points.

A. Educational Program

1. Target Populations and Community Need

Delta Charter Online (DCO) is a k-12 school based in San Joaquin County and authorized by New Jerusalem Elementary School District. DCO intends to serve students in grades k-12 in San Joaquin County as well as adjacent counties.

DCO offers options to college- and career-prep students and families choosing a highly accountable, customized independent study-based educational program. The charter is dedicated to serving all K-12 students who desire an alternative educational option that meets student needs through personalized instruction. DCO is nonsectarian and nondiscriminatory by gender, gender expression, gender identity, ethnicity, religion, national origin, ability, disability, or upon any of the characteristics listed in EC 220. DCO is committed to serving a diverse student population and addressing the needs and challenges of all students. DCO has plans to support all students through individualized education and also plans to support academically low achieving students, academically high achieving students, English learners and special education students.

Mission Statement

Delta Charter Online (DCO) will recognize the value of each student, shall strive to inspire students to learn and grow to their potential by:

- *Creating and delivering an innovative, high quality State Standards-focused educational program through a positive learning experience*
- *Augmenting independent study with academic, personal enrichment, and remediation classes*
- *Working in partnership with the home and community to meet the individual needs of the students; and,*
- *Developing the learning and social skills necessary for maximizing lifelong learning potential that elicits young people's innate love of learning, builds self-confidence, and prepares students for future educational paths and career pursuits.*

Vision Statement

Delta Charter Schools, recognizing the intrinsic value of each student, are committed to providing a quality, diverse education in a personalized, safe, and supportive learning environment which inspires students to learn and grow to their potential.

2. Attendance

School Year and Academic Calendar

DCO operates on a traditional school calendar and utilizes a 180-day instructional year and minute requirements pursuant to EC 47612.5(a)(1)(A)-(D). Extended school year is offered as required for qualifying students, and a summer credit recovery option is offered based on student needs.

All students are required to attend daily asynchronous instruction but may also access synchronous instruction, tutoring, enrichment and/or lab activities virtually via zoom or in the on-site resource center located on the district site. A traditional master schedule is not used for asynchronous coursework, but each student has a graduation plan detailing the course of study for the academic year, credits already earned and credits required to graduate and meet the community college and career or a-g pathway (pathway is determined with student and family and school team).

Students not meeting attendance expectations are given tiered reengagement support. If reengagement does not result in required participation pursuant to Education Code Section 51747.5 and the terms of the master agreement, an evaluation conference is held to determine if independent study placement is appropriate or if the student would benefit from an in-person learning model.

Enrollment Projections

2024 Dashboard	2025 Dashboard	2026-2027 current enrollment	2027-2028 projection	2028-2029 projection
228	282	309	315	325

Delta Charter Online has experienced an increase in enrollment. Efforts to offer more college and career options, establishing school membership with NCAA and increased enrichment coupled with the increase in demand for virtual and independent study programs have DCO poised for growth.

3. What it means to be an Educated Person in the 21st Century

Charter school law provides opportunities for teachers, parents, students and community members, all of education's stakeholders, to establish and maintain schools that operate independently from the confines of existing school structure and restrictive state regulations, to accomplish the following
(EC 47601):

• Improve student learning;
• Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving;
• Encourage the use of different and innovative teaching methods;
• Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system;
• Hold the school accountable for meeting measurable student outcomes, and provide the school

with a method to change from rule-based to performance-based accountability systems; and,
• Provide vigorous competition within the public-school system to stimulate continual improvements in all public schools.

It is the intention of this charter to respond proactively to these goals by providing a responsible balance between the practical and the creative, the theoretical and the applied, and the traditional and the Innovative. Through highly interactive curricula incorporating the best and most up-to-date teaching and learning practices available, students who participate in DCO's educational program will become fully empowered learners with the skills needed for life success, in other words an educated person for the 21st century. It is the goal of DCO to enable students to become self-motivated, competent, and lifelong learners. DCO will principally be a personalized learning school serving the students and residents of San Joaquin and surrounding counties. This charter authorizes the operation of DCO located on the NJESD campus.

4. How Learning Best Occurs/Instructional Design, including subgroup program

Curriculum and Instructional Design

DCO, to provide all students with an effective customized education, makes available a variety of learning environments. State frameworks and content standards are the foundation for curriculum and instruction. A credentialed teacher, working in partnership with the parent/guardian and student, customizes the independent study and site-based (where applicable) instruction through regular consultation, goal setting, coaching, oversight and access to resources to provide excellent instruction.

A wide variety of standards-based materials, textbooks, and online instruction are drawn from to match the student's learning styles and academic needs. California standards-based materials are often supplemented with district approved curriculum choices to accommodate a student's complex learning needs. DCO uses a strong, standards-based core curriculum for all content areas. Both staff and students use technology to effectively communicate, diagnose student needs, and show evidence of learning objectives and achievement based on state standards. Students at DCO are given numerous opportunities to obtain the skills necessary to be successful for today and tomorrow. Technology has become an essential method for improving teaching, learning, and communication throughout our district and community.

Plan for Students Who Are Academically Low Achieving

DCO meets the educational needs of academically low achieving students through numerous programs and state-adopted instructional options. Students who need these interventions are identified by the Student Study Team (SST) process through one or more of the following methods: standardized test scores, instructional software assessment scores, teacher observations, curriculum-based measurement, academic grades, and other school-approved screening criteria.

Plan for Students Who Are Academically High Achieving

DCO meets the educational needs of academically high achieving students through programs and instructional strategies including but not limited to: Self-paced instructional software, community college early start program, accelerated graduation, and differentiated instruction.

These students are identified through one or more of the following methods: Standardized test scores, instructional software assessments scores, teacher observation and assessments, academic grades, and other school approved screening criteria.

Plan for English Learners

DCO identifies English learners and their needs through the Home Language Survey, and the English Language Proficiency Assessments for (ELPAC) assessment administered by the ELPAC Coordinator. The identified needs of English learners are met through instructional strategies including but not limited to: CLAD certified teachers, English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), self-paced instructional software at the level of educational need, peer and/or cross-age partnering, differentiated instruction, and other accommodations as needed.

Plan for Special Education

DCO is a member of El Dorado SELPA which provides support and accountability for the charter school in respect to funding, referrals, and some personnel such as Program Specialists. DCO is in full compliance with IDEA, other relevant laws and procedures as is reflected in our data reports to the state. All students will be fully included and mainstreamed into general education as determined by their Individualized Education Plan (IEP). Because of the flexibility of curriculum and instruction, most IEP goals and objectives are met within the general education course of study. All special education students enrolled in DCO will receive an individualized learning plan that directs their academic course to achieve their goals for the year.

Professional Development

DCO seeks out professional opportunities which emphasize both content and pedagogy, help teachers develop leadership roles, and include contact with practitioners and researchers as well as other teachers. The DCO administrative team develops relevant training specific to the needs and goals of DCO for designated professional development days and the NJESD district also provides required and relevant training for staff. In addition to specific training opportunities, programs which put teachers into contact with community resources will be pursued.

5. Materials, Including Technology

Curriculum is aligned with state standards and school chrome books have secure browsers for state assessments and measures of academic progress NWEA testing. Students are given access to all curriculum and are assigned a district google account which can sign into chrome books onsite and school chrome books checked out to students. Students are given access to supplemental curriculum and onsite enrichment to enhance and personalize each student's educational experience. All students are given the option to check out a school chrome book and families have the option to purchase insurance for the chrome book. Plans for adaptive technology for students with individual education plans are created in the IEP team meeting.

6. Annual Goals

Local Control Accountability Plan (LCAP) goals, actions, evidence, and monitoring strategies based on the priorities identified in EC Section 52060(d).

https://resources.finalsite.net/images/v1781111485/njesdnet/swzakgrnmn0eya95rafr/DeltaCharterOnline-26-27LCAP.pdf

7. Description Requirements for Charter Schools Serving High School Students (EC 47605(b)(5)(A))

Families are advised in the enrollment meeting about the courses offered and transferability with other institutions. DCO is WASC accredited and requires 200 credits to graduate for general ed students and 130 credits for students meeting eligibility for AB 167 requirements. Graduation requirements are updated when necessary to remain in compliance with State requirements. All students receive a graduation plan detailing the students acquired, in progress and planned credits for graduation from DCO as well as progress towards a-g readiness if the family elects to complete a-g requirements. Students are offered a broad course of study with the ability to meet A-G requirements through coursework offered at Delta Charter Online and community college coursework in the College Early Start program and Dual Enrollment. FAFSA workshops are offered by the academic counselor virtually. There are also workshops virtually and in person in conjunction with the school and local community colleges. Individual appointments are also available for students, and there is information at senior information and Round Up events.

Gen Ed Student Graduation Requirements

Subject	Credits
English	40
Mathematics (must include Algebra 1)	20
Physical Education	20
Life Science	10
Physical Science	10
CTE/VPA/World Language	10
Health	5
World History	10
US History	10
Government and Economics	10
Personal Finance	5
Careers	5
Elective	45

AB 167 Student Requirements

Subject	Credits
English	30
Mathematics (must include Algebra 1)	20
Physical Education	20
Life Science	10
Physical Science	10
CTE/VPA/World Language	10

World History	10
US History	10
Government and Economics	10

B. Measurable Student Outcomes

"Student outcomes" means the extent to which all students of DCO demonstrate that they have attained the skills, knowledge and attributes specified as goals in the school's educational program. Student outcomes shall include outcomes that address increases in student academic achievement both schoolwide and for all groups of students served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The student outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

In keeping with the educational philosophy of DCO, measurable student outcome goals for all students are:

- All students will progress towards achieving the state content standards at a proficient level or above.
- All students will progress towards achieving at the proficient level as measured by the regularly administered district benchmark assessments.
- English Learner students will advance one fluency level as measured by the CELDT and local ELD benchmark assessments.
- All students graduating from the charter will exhibit the following:

Core Academic Skills
Appropriate age or grade-level mastery of:

- Language Arts
- Mathematics
- Science
- History/Social Studies

College and Career Readiness Skills/ 21st Century Skills

- Critical thinking skills
- Ability to effectively use technology
- Creative expression through various forms of the arts
- Knowledge of pertinent issues of health and the development of physical fitness
- Career Education

Academic Performance

DCO shall meet or exceed its annual growth target as set by the state, both school wide and for all significant student subgroups. The plan for achieving future growth targets includes the following elements:

1. Fully implement a benchmark assessment program.

2. Utilize English Language Development (ELD) benchmark assessments to monitor fluency.
3. Continue to strengthen standards-based instruction through professional development opportunities.
4. Continue to identify students for intervention and to monitor their progress based upon their achievement

Alignment of LCAP, annual goals, and schoolwide action plan: Annual Goal-LCAP-SWAP alignment.docx

C. Student Progress Measurement

Methods of Assessment

Student progress in meeting the desired student outcomes is measured and evaluated through a variety of assessment tools as outlined below.

1. State mandated assessments - Students will be assessed annually with all state mandated assessments and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California English Language Development Test, and the physical performance test.

2. Local assessments - Schools in the district will conduct local assessments that may include:
   a. District Benchmark Assessments
   b. Observational Survey of Early Literacy Learning (K-1)
   c. Reading fluency assessment through running records (K-5)
   d. Basic Reading Inventory
   e. Curriculum based measurement
   f. Northwest Evaluation Association's solutions Measures of Academic Progress Testing
   g. Performance-based assessments: foreign language, dance, art, music, physical fitness, etc.
   h. Portfolios
   i. Informal and formal personalized learning plan conferences throughout the year

Use and Reporting of Data

Data on student achievement is collected, analyzed and reported to school staff, parents and guardians through the following measures.

1. **Methods of collecting data:**
   a. Longitudinal Assessment Reporting System data management software to collect data from state assessments
   b. Data reports provided by the state as part of the California Assessment System
   c. Teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects and student attendance

d. Northwest Evaluation Association's data

2. **Forums for analyzing data:**
   a. Teacher analysis and reflection on collected student data
   b. Grade level meetings
   c. Parent-teacher conferences
   d. Staff Meetings
   e. Intervention Teams
   f. Student Study Teams
   g. Administrative Meetings
   h. School Board Meetings

3. **Means of reporting data:**
   a. Student Reports on the California Tests
   b. Standardized test results
   c. Parent conferences
   d. Media reporting
   e. Board meetings
   f. School Accountability Report Cards
   g. CA Dashboard

School staff and advisory committees utilize the above collected and reported data continuously to monitor and improve the charter school's educational program so that the stated measurable student outcomes can be attained.

D. Governance

New Jerusalem Elementary School District Board of Trustees

The Charter School will be governed by the NJESD Board of Trustees ("Board") in accordance with its adopted by laws for the charter school. The Board meets on a regular basis (e.g., monthly during the school year and as appropriate at other times). All duties and operations regarding the Charter School shall be considered a duty of the District Board unless otherwise delegated by the Board. The responsibilities of the Board as further outlined in the bylaws include but are not limited to:

- Uphold the Vision of the School.
- Oversee the implementation of the School's charter.
- Provide notice and hold meetings in compliance with the Brown Act.
- Create and implement a Yearlong Strategic Plan for the School.
- Ensure compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest.
- Provide oversight of instructional programs and materials.
- Approve and have oversight of student and parent policies including but not limited to
- recruitment of staff, admissions, disciplinary policies including suspension and expulsion.

- Monitor management of School liabilities, insurance, health, safety and risk-related matters.
- Receive and review quarterly financial reports and the yearly financial audit.
- Work with the Charter School Administration to set goals for the upcoming school year.
- Hire, supervise, evaluate, discipline, and dismissal of the Director of Virtual Programs.
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Director of Virtual Programs.
- Approve all contractual agreements, purchase orders, pay warrants, and requisitions.
- Monitor the budget and the Charter School's fiscal practices, including the receipt of grants and donations, and approve and ratify the final budget for DCO.

Executive Director of Secondary Education

The responsibilities of the Executive Director of Secondary Education or his/her designee may include, but are not limited to, the following:

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

The NJESD provides all appropriate support services to contribute to the successful attainment of the education goals of DCO. In general, direct support costs of personnel, financial, legal,

purchasing, and facility services shall be budgeted for and paid by revenue generated by student average daily attendance as reported by DCO and included in the overall budget of the NJESD. The dollar amounts for direct services will be determined by the NJESD Superintendent, whose decision, subject to Governing Board ratification shall be final in all cases and under all circumstances.

DCO will remain under the NJESD umbrella in regard to legal services, risk management, and all other support services as previously stated. NJESD shall secure and maintain for DCO any insurance coverage or minimum liabilities as required by the district's current insurance company or joint powers authority.

E. Employee Qualifications

DCO believes that the quality of professional staff determines the quality of education offered at the school. It is therefore the responsibility of the administration to locate and recruit the best candidates to meet the school's educational needs. DCO teaching staff must fulfill their individual responsibilities and work in concert with the other members of the educational team.

The administration will be responsible for advertising available jobs and soliciting applications from qualified candidates. A search committee of administrators, and when appropriate, teachers and/or outside experts, may be used to screen all applicants and make recommendations for the candidate pool and possibly interview a small subset of candidates. DCO is committed to retaining/employing individuals who are best qualified for the job without regard to race, sex, religion, or handicap to the job. DCO will adhere to relevant California and federal laws in its hiring practices. It is the administration's responsibility to obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status. The NJESD Board shall consider and determine whether to act on the Director of Virtual Program's recommendations regarding hiring of staff and their placement on the salary schedule. The figure for initial salary shall depend on the academic degrees of the employee, his/her previous professional experience, and/or his/her expertise as appropriate to the position.

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

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

Director of Secondary Education

The Director of Virtual Programs will provide leadership for Delta Charter Online. The Director will hold a master's degree in Education or a related field. Additionally, a valid California Administrative Services Credential is preferred but not required.

Principal/Administrator
The Principal and any administrator will provide leadership under the direction of the Director. The principal will hold a bachelor's degree and a master's degree in education is preferred. The Principal and any administrator will hold any required credentials. A valid California Administrative Services Credential is preferred but not required. The Principal shall have a criminal background check performed pursuant to Education Code Section 44830.1. A director may hold the position of principal/administrator as well as director at the discretion of the superintendent and board.

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

Teachers/Educational Coordinators
Classroom teachers and education coordinators teaching core subjects must hold valid California teaching credentials. They are employed by NJESD and are responsible to the Principal and Director. Teachers shall have a criminal background check performed pursuant to Education Code section 44830.1.

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

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

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

- Commitment to the DCO mission and goals
- High level of professionalism
- High level of accomplishment
- Effective participation on the DCO team
- Special contributions by the DCO staff to the school's program will also be an element in the performance review.
- The superintendent presents criteria to the NJESD Board for Approval.

Professional Development Opportunities

DCO seeks out professional opportunities which emphasize both content and pedagogy, help teachers develop leadership roles, and include contact with practitioners and researchers as well as other teachers. The DCO administrative team develops relevant training specific to the needs and goals of DCO for designated professional development days and the NJESD district also provides required and relevant training for staff. In addition to specific training opportunities, programs which put teachers into contact with community resources will be pursued.

F. Health and Safety Procedures

- The procedures that the school will follow to ensure the health and safety of students shall include compliance with the criminal background check requirements described in Sections 44830.1, 45122.1, and 44237 of the Education Code [47605(b)(5)(F)].
- DCO will ensure the safety of the students and staff by complying with all applicable state and federal safety laws.
- All immunization and health-related issues for both employees and students in DCO will be addressed in accordance with existing Board policy and applicable law.
- The NJESD shall handle the actual hiring and other employment-related matters of DCO.
- The NJESD shall adhere to existing state laws regarding fingerprinting and TB testing of employees.
- DCO shall adhere to existing Board policy pertaining to the safety and health of all employees and students. DCO will follow the district safety plan.
- DCO will follow bullying and suicide prevention policies adopted by NJESD.
- DCO will operate in compliance with the Americans with Disabilities Act.
- NJESD provides mandated training for all employees

G. Racial and Ethnic Balance

DCO will make every effort to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. DCO will include an open enrollment policy [47605(b)(5)(G)]. No student shall be denied admittance to the school based on ethnicity, creed, gender, gender expression, gender identity, national origin, disability, or upon any of the characteristics listed in Education Code Section 220.

DCO shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition and shall not discriminate against any student based on ethnicity, national origin, gender, gender expression, gender identity, disability, or upon any of the characteristics listed in Education Code Section 220.

H. Admission Requirements

As required by law, admissions preference will be granted to students who are residents of the NJESD. Eligibility for enrollment of NJESD students will always be automatic, subject to statutorily permissible and reasonable rules and regulations, and shall not be adversely affected by non-resident enrollment.

Requirements for Admission

- The student has satisfied all state and local immunizations and physical examination requirements, or has provided a DCO waiver.
- Completion of the Admissions Package
- Proof of residence in San Joaquin County or an adjacent county
- Approval of the Director of Virtual Programs or designee
- A signed independent study master agreement delineating acknowledgement of, and agreement with,

DCO-specified roles, responsibilities, commitments, and understandings

Admissions Policy for Non-resident Students

Admission of students outside of the regular attendance area will be considered and granted in accordance with the procedures outlined below. Students of families who fail to meet their DCO obligations may have their enrollment revoked in accordance with administrative regulations. Enrollment of non-resident students in DCO will exist on a space/capacity-available basis only. Applicants will be considered on a first-come, first-served basis until space/capacity limits are reached as determined by school policy. If more students apply than can be accommodated, admission will be considered based on application postmark date, and lottery; in the event of ties. If necessary, a date will be published to begin accepting admissions forms. Any forms submitted prior to that date will be considered to have been submitted on that date.

Siblings of non-resident students already enrolled in the school will be granted preference. Enrolled students are guaranteed admission the following year, subject to other provisions in this charter.

Application forms request the following types of information: student's name; date of birth; grade level; address; names, addresses, and telephone numbers of parents/guardians; names of siblings also applying; student's attendance record; disciplinary records; and a signature verifying that the information is correct and that the parents/guardians are choosing education at DCO for their student.

If there are space/capacity limitations, application forms must be submitted to the school by the annual deadline determined by the DCO. The Charter School Superintendent will make all decisions concerning the status of student eligibility, with the right of appeal to the NJESD Superintendent. Decisions by the NJESD Superintendent are final.

Selection Process

This section will apply ONLY if enrollment must be capped. If the number of applicants exceeds the school's enrollment cap, set by each grade level if needed, a random lottery process will be instituted for applicant selection:

- The pool of applicants will be sorted per admissions preferences provided for under statute and listed above (i.e., younger sibling) and by grade level
- Within each grade level, applications will be sorted per these categories, arranged in

order of admissions preference

- returning student
- sibling of returning student
- new applicant for space-available admission

• After all grade levels have been completed; names that remain will be placed by preference category, in drawing order, on the school's waiting list. Names are drawn one by one; as each student's name is drawn, that student and applicant siblings are immediately placed in their respective grade levels.

Admission decisions will be made by the process described above on the date set by the DCO. Parents/Guardians will be informed by mail of each student's admission status, and will have fourteen calendar days after the postmarked date on the notification to return a signed enrollment registration card for each student offered enrollment, or signed waiting-list applicant card for wait-listed students. If no form is returned within ten days, DCO will make two attempts to contact the family before the fourteen-day deadline. If no form has been returned by the two-week deadline, the student's admission space or waiting-list order will be given to the next eligible candidate. Parents who will not be available at the home address listed on the application form during the notification period should so notify DCO, personally/by phone and formally in writing, to make alternate arrangements.

Record-keeping

Delta Charter will maintain student records in keeping with NJESD policies and state and federal statutes applicable to charter schools.

I. Annual Independent Financial Audits

Delta Charter Online recognizes that transparency, accountability, and compliance are critical to our school's effective operation and governance. An annual independent audit process is a cornerstone of fiscal responsibility and operational integrity.

The annual independent financial audit of the books and records of the Delta Charter Online school will be conducted in compliance with state and federal laws, including but not limited to the requirements of Education Code Section 47605(b)(c)(5)(I) and 47605(m). The books and records of the Delta Charter Online School will be kept in accordance with generally accepted accounting principles and as required by applicable provisions within the California Code of Regulations.

The NJESD Board of Trustees will select an independent auditor on behalf of the Delta Charter Online School based upon assessment of their qualifications, audit experience in school business, references, and cost-effectiveness.

The independent auditor selected will ensure financial accountability by verifying that all revenues, expenditures, and financial practices comply with state and federal regulations and the school's charter and operational policies, provide a clear picture of the school's financial health, highlight any financial irregularities, areas of concern, or inefficiencies in financial management

and offer actionable recommendations to enhance financial practices and internal control. In accordance with EC41020(h), the auditor will forward the annual audit report to the San Joaquin County Office of Education, the Department of Education, and the State Controller by the 15th of December each year.

New Jerusalem Elementary School District will present the finalized audit report to the governing board. The governing board reviews and approves the audit report during a public meeting, ensuring transparency. The district shares key findings and corrective action plans, if any, with the governing board and stakeholders and develops an action plan to address identified issues.

J. Suspension and Expulsion Procedures

Students, whether through their own actions or those of their parents/guardians, may be suspended or disenrolled from Delta Charter Online for noncompliance with the terms of the parent/student handbook; for causing Delta Charter Online to be in jeopardy of or actual violation of any provision of the law; any material violation of any of the conditions, standards or procedures set forth in the Charter, by-laws or future rules and regulations; or for committing any act or acts that would apply to suspension or expulsion of a student(s) from a public school as identified in the California Education Code.

A committee may be formed to review disenrollment's; however, the Superintendent shall have final authority in all matters relating to suspensions, disenrollment's, and consideration of reinstatement of suspended or disenrolled students. All discipline matters will be conducted in compliance with constitutional due process.

K. Retirement System

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

L. Attendance Alternatives

No student residing within the historical attendance area of the NJESD shall be required to attend Delta Charter Online.

M. Post-employment Rights of Employees

Rights of School District Employees

All employees who voluntarily leave the employ of NJESD to work in DCO will be protected by the rights outlined in Element M of this Charter.

Certificated employees who transfer to DCO will maintain their seniority/tenure status with the NJESD. Seniority and tenure will continue to accrue for the employees in the NJESD while employed in DCO.

NJESD credentialed staff who transfer to DCO shall retain the right to return to New Jerusalem Elementary School provided there are vacancies.

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

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

Hiring and dismissal of administrators, teachers, instructors, and other employees, as well as the rate of pay/salaries of such individuals, is solely discretionary with the NJESD Board based upon the recommendation of the Charter School Superintendent. There shall be no tenure/permanency or other job retention rights or privileges for any DCO employees. Certificated, non-administrator employees work under the language of an agreed Memorandum of Understanding.

All administrators and classified employees are "at-will." All administrators and classified employees will sign an "at-will" addendum to their contract.

DCO may contract with the NJESD for the full- or part-time services of NJESD employees. Such a formal arrangement would allow the employee to continue to enjoy the full benefits of the certificated collective bargaining agreement as a continuing employee of the NJESD. Any such arrangement must not be inconsistent with the provisions of Education Code Section 47605.

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

N. Dispute Resolution

In the event of a dispute between DCO2 and the NJESD Board regarding the provisions of this charter, the Charter School Principal and NJESD Superintendent shall hold an informal meeting to resolve the dispute. Matters of concern not resolved by the Charter School Principal and NJESD Superintendent may be presented to the NJESD Board for resolution.

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

- Reasonable attempts will be made to resolve any disputes at the lowest possible level first. If, upon due consideration by the appropriate administrator, the issue merits pursuing, he/she will then take the matter to progressively higher authorities until the issue is resolved.
- Should a dispute arise at the staff level, the Charter School Principal will meet with the staff member in an informal setting to discuss and resolve the dispute. The informal

meeting shall take place within five working days from the day the staff member registers the complaint.

- If the two parties are unable to resolve the dispute, the aggrieved party will put his/her complaint in writing and submit it to the NJESD Superintendent. The Charter School Superintendent will meet with the two parties within five working days from the date he/she receives the written complaint.
- The NJESD Superintendent will render a decision within five working days.
- If, after the NJESD Superintendent has provided a decision, a resolution has still not been reached, the dispute is then addressed by the New Jerusalem School District Board of Trustees at their regular board meeting.

O. Closure Procedure

"The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records."

-Education Code Section 47605(c)(5)(O)

Closure of Delta Charter Online will be documented by an official action of the New Jerusalem Elementary School District Board of Trustees. The action will identify the reason for the closure. The official action will also identify an entity and person(s) responsible for closure-related activities.

New Jerusalem Elementary School District will promptly notify parents and students of Delta Charter Online, the San Joaquin County Office of Education, the Charter School's SELPA, the retirement systems in which the school's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the students' school districts of residence, and how parents (guardians) may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

New Jerusalem Elementary School District will ensure that the notification to the parents and students of Delta Charter Online of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board of Trustee decision to close the Charter School.

Delta Charter Online will also develop a list of students in each grade level and the courses they have completed, together with information on the students' districts of residence, which they will provide to New Jerusalem Elementary School District. As applicable, Delta Charter Online will provide parents, students and the district with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA). New

Jerusalem Elementary School District will store original records of Delta Charter Online students. All student records of Delta Charter Online shall be transferred to the district upon closure.

New Jerusalem Elementary School District will maintain all state assessment results, special education records, and personnel records and be responsible for closure-related activities in accordance with applicable Law.

New Jerusalem Elementary School District will prepare Delta Charter Online final financial records and have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the New Jerusalem Elementary School District Board of Trustees. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Delta Charter Online.

New Jerusalem Elementary School District will complete and file any annual reports required pursuant to Education Code section 47604.33.

Upon the closure of Delta Charter Online, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, will remain the sole property of the New Jerusalem Elementary School District. Any assets acquired from the district or district property will be promptly returned upon Delta Charter Online closure to the district. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

V. Required Supplemental Criteria

Budgets and Financial Reporting

"The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."

- Education Code 47605(h)

Delta Charter Online's three-year budget and cash flow, including financial projections. These documents are based on the Local Control Funding Formula and the best estimates of revenues and costs available to the Charter School.

See Appendix for the 2026-27 Adopted Budget

Financial Reporting

The Business Department of New Jerusalem Elementary School District will provide financial reports on behalf of Delta Charter Online.

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) is required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the annual independent financial audit report for the preceding fiscal year will be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited actual report for the full prior year. The report submitted will include an annual statement of all Delta Charter Online receipts and expenditures for the preceding fiscal year.

Fiscal Strength and Support

Delta Charter Online has significant financial strength (See 2026-2027 Adopted Budget) to effectively manage its financial resources to support educational programs and maintain operations. This strength includes strong financial reserves to ensure smooth cash flow and meet all obligations.

Administrative Services
"The manner in which administrative services of the charter school are to be provided."

- *Education Code Section 47605(h)*

New Jerusalem Elementary School District conducts operations on behalf of Delta Charter Online. A (3) percent Oversight Fees and a (27.5) percent Administrative Service Cost, these services include all services and support rendered to the school such as Financial Management, Human Resources, Curriculum and Instructional Support, Legal & Compliance Support, Transportation Services, Communication and Public Relations etc.

Facilities

Governing Law: "The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(h).

Delta Charter Online is currently located and plans to continue to utilize its facilities at 31400 S Koster Rd, Tracy, California. These facilities shall meet the requirements of the Americans with Disabilities Act. The buildings shall receive local fire marshal approval, including fire and safety code requirements, and comply with all applicable State/County building codes.

VII. Independent Study Supplemental Criteria

Assurance and Acknowledgements Required for Independent Study

- The K-12 public school guidelines for independent study will be evident in the annual audit per EC 47612.5(b).
- Independent study will be overseen by a properly credentialed teacher in accordance with EC 51747.5(a).
- The charter may receive apportionment credit for independent study based solely on the time value of student work products, as determined in each case by a certified teacher, per EC 51747.5(b).
- The charter will comply with the requirements regarding the ratio of average daily attendance (ADA) to full-time equivalent (FTE) certificated employees, as outlined in EC 51745.6(a).
- Independent study will be overseen by a properly credentialed teacher in accordance with EC 51747.5(a).
- The charter may claim apportionment credit for independent study only based on the time value of student work, as determined by a certificated teacher in each instance, per EC 51747.5(b).
- All students are required to attend daily asynchronous instruction but may also access synchronous instruction, tutoring, enrichment and/or lab activities virtually via zoom or in the on-site resource center located on the district site. A traditional master schedule is not used for asynchronous coursework, but each student has a graduation plan detailing the course of study for the academic year, credits already earned and credits required to graduate and meet the community college and career or a-g pathway (pathway is determined with student and family and school team).
- Students not meeting attendance expectations are given tiered reengagement support. If reengagement does not result in required participation pursuant to Education Code Section 51747.5, an evaluation conference is held to determine if independent study placement is appropriate or if the student would benefit from an in-person learning model.
- A signed Master Agreement will be kept on file for all students. This agreement must be signed before the start of independent study by the student, their parent, legal guardian, or

caregiver (if under 18), the designated certificated employee responsible for overseeing independent study, and all individuals directly assisting the student (EC 51747(g)(9)(A)). The agreement will comply with all requirements outlined in EC 51747(g) and will be maintained in the student's file as required.

Appendix

Appendix DCO Renewal