



**SACRAMENTO CITY UNIFIED SCHOOL  
DISTRICT  
BOARD OF EDUCATION**

Agenda Item# 11.1

**Meeting Date:** December 6, 2012

**Subject:** **Public Hearing and Action on Charter School Renewal Petition-  
Bowling Green Charter**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Accountability Office

**Recommendation:** To conduct public hearing to consider the level of support for the Bowling Green charter renewal petition.

**Background/Rationale:** The Governing Board will hold a public hearing in accordance with Education Code section 47607 (b) to consider the level of support for the renewal of Bowling Green Petition (Charter renewal date: June 30, 2013).

**Financial Considerations:** A report on the financial considerations will be made when staff has thoroughly reviewed the charter petition.

**Documents Attached:**

1. Executive Summary
2. Charter Petition

**Submitted by:** Jennifer Lopez, Charter & Network Oversight Coordinator

**Estimated Time of Presentation:** 10 minutes

**Approved by:** Teresa Cummings, Chief Accountability Officer

# Board of Education Executive Summary

## Accountability Division

Public Hearing on Charter School Renewal Petition- Bowling Green Charter School  
December 6, 2012



### I. OVERVIEW / HISTORY

Sacramento City Unified School District authorized the 18th charter school in California, Bowling Green Elementary in 1993. Since that time SCUSD has approved four “dependent” charter schools and nine “independent” charter schools.

On September 7, 2012, SCUSD received a dependent charter renewal petition from Bowling Green Charter Schools. The District first granted Bowling Green’s charter in 1993, which was renewed in 1997, 2002 (with extensive changes), and again in 2008. The current charter expires on June 1, 2013. This charter petition is seeking a five-year renewal term for their K-6th grade program. The purpose of the Public Hearing is to consider the level of support for Bowling Green Charter School.

Bowling Green is organized into two distinct Small Learning Communities (SLCs):

- 1) Ken McCoy Academy for Excellence; and the
- 2) Chacón Language and Science Academy

Both SLCs work in tandem to serve the needs of the ever-changing population while operating under the single charter of the Bowling Green Educational Community. Ken McCoy is best known for their small learning communities where students “loop” with their teachers for two years to foster student/teacher relationships as well as to support students’ academic and social concerns. The Chacón Language and Science Academy is best known for their Two-Way Spanish Immersion Program and project-based learning through social service and social action projects.

### II. DRIVING GOVERNANCE

The Charter renewal process and criteria is set forth in Education Code §47605(b). A charter seeking renewal of its charter shall submit a written request to the Board at least 120 days before the term of the charter is due to expire. Upon receipt of the notice that a charter would like to renew its charter, the governing board shall conduct a public hearing to consider the level of support for the charter.

### III. BUDGET

The budget for Bowling Green Charter School is detailed within the charter petition and appendices. Staff will present full review of findings at next scheduled Board Meeting.

# Board of Education Executive Summary

## Accountability Division

Public Hearing on Charter School Renewal Petition- Bowling Green Charter School  
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### IV. GOALS, OBJECTIVES, AND MEASURES

The goal of the Public Hearing is for the Board of Education to consider the level of support for Bowling Green Charter School's petition.

District staff will present full comprehensive review of Bowling Green's petition and provide the Board finding of facts and recommendations for approval or denial at December 20, 2012 Board Meeting.

### V. MAJOR INITIATIVES

Not Applicable.

### VI. RESULTS

Not Applicable.

### VII. LESSONS LEARNED / NEXT STEPS

- Hear the petitioners' presentation of their petition for renewal
- Conduct thorough and comprehensive review of the charter renewal petition
- Present board staff findings of facts and recommendations of acceptance or denial of the charter school renewal petition at the December 20, 2012 Board Meeting.

# Bowling Green Charter and Petition

Submitted to the Sacramento City Unified School District Board of Education

## ***Bowling Green Vision:*** **Proficiency for all students by:**

- Nurturing critical thinkers with a passion for learning.
- Guiding students to be caring and culturally aware.
- Developing confident individuals who apply Lifeskills and become well rounded, proactive members of society.

### **Introduction**

Bowling Green has been a successful charter school since 1993. It was the 18<sup>th</sup> charter in the State of California. Many of the programs at Bowling Green have been successfully replicated at schools throughout the nation. It was a pioneering charter, widely acclaimed and continues to be studied. The staff at Bowling Green has gone through numerous adaptations including changes in program, curriculum and departmental structure. As a result, we are today comprised of a group of teachers and administrators who are flexible, creative and ever more dedicated to providing programs that best meet the needs of our students. The charter renewal we are presenting consists of two distinct small learning communities (hereinafter referred to as SLCs): the Ken McCoy Academy for Excellence and the Chacón Language and Science Academy, working in tandem to serve the needs of our changing population. Both SLCs will operate under one charter, the Bowling Green Educational Center. Each small learning community will have its own administrator, governance structure, budget and educational program. Recognizing the need for efficient interaction between the two communities, a Joint Leadership Committee (JLC) will meet regularly to oversee common concerns and programs.

Today, a revised charter is being submitted for renewal. It has been updated to reflect changes in our population, organizational structure, and educational plan. Our goal is to consistently provide instruction and support that will meet the needs of our diverse community.

Bowling Green will use the charter to continue working toward the school mission of proficiency for all children. Although characterized as a “dependent” charter, it will operate independently of the district administrative structure. The charter, however, is bound by the negotiated agreements between the Board and the various bargaining units with members at Bowling Green. This approach permits the charter school to use the best from within the district and the best from outside sources providing stability and success at Bowling Green.

The school has improved in many ways that might not have occurred had it remained completely within the district administrative structure. Using its site-based approach to governance, for example, the staff brought the school from one of the three lowest performing elementary schools among the sixty in the district, to one that is in the middle twenty. This is reflected by steady growth on the state Academic Performance Index (API). The independent approach has also resulted in one of the best school libraries in the district, and one of the most far reaching and effective site-based governance models in the region. Although these are accomplishments we are extremely proud of, we ultimately strive to bring our students to a level where they can not only compete on par with students from throughout California, but become leaders in their communities.

The updated charter allows Bowling Green to continue the “*skunk works*” role that it has played the past 15 years. This will benefit the district as a whole. Over twenty years ago, Peters and Waterman described a “skunk works” as: “*a safe harbor in an organization for a project team to try innovation. The members of the skunk*”

works' team are generally just a bit out of the mainstream in terms of having the same rules to follow as the rest of the organization. Industry is filled with examples of large organizations with successful skunk works. These organizations take pride in their skunk works. It allows the organization to depart in a safe way from the ordinary to create innovation while maintaining order in the rest of the organization. A skunk works also protects the project team from internal organizational threat." (In Search of Excellence, 1981)

## **An affirmation of each condition described in Education Code Section 47605 subdivision (d)**

### **Assurances**

*47641. (a) A charter school that includes in its petition for establishment or renewal, or that otherwise provides, verifiable, written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency for the purposes of compliance with federal law (Individuals with Disabilities Education Act; 20 U.S.C. Sec. 1400 et seq.) and for eligibility for federal and state special education funds. A charter school that is deemed a local educational agency for the purposes of special education pursuant to this article shall be permitted to participate in an approved special education local plan that is consistent with subdivision (a), (b), or (c) of Section 56195.1.*

*(b) A charter school that was granted a charter by a local educational agency that does not comply with subdivision (a) may not be deemed a local educational agency pursuant to this article, but shall be deemed a public school of the local educational agency that granted the charter.*

*(c) A charter school that has been granted a charter by the State Board of Education, and for which the board has delegated its supervisory and oversight responsibilities pursuant to paragraph (1) of subdivision (k) of Section 47605, and does not comply with subdivision (a), shall be deemed a public school of the local educational agency to which the board has delegated its supervisory and oversight responsibilities.*

*(d) A charter school that has been granted a charter by the State Board of Education, and for which the board has not delegated its supervisory and oversight responsibilities pursuant to paragraph(1) of subdivision (k) of Section 47605, may not be deemed a local educational agency unless the charter school complies with subdivision (a).*

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
2. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. [Ref. California Education Code §47605(d)(1)]
3. Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
4. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be offered a chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
5. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
6. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
7. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
8. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
9. Will at all times maintain all necessary and appropriate insurance coverage.
10. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
11. Will adopt and maintain a policy giving admission preference to pupils who reside within the former

attendance area of the school.

## **Description of the Items Required by Education Code Section 47605 subdivision (b) paragraph (5) of the Charter Schools Act**

*Section 47605 (b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*

*(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*

*(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*

*(3) The petition does not contain the number of signatures required by subdivision (a).*

*(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*

*(5) The petition does not contain reasonably comprehensive descriptions of all of the following:*

### **Element A: Educational Program**

(See Element A-Appendix for supporting documents)

As the student population of Bowling Green has changed, so have our students' needs. We as teachers and administrators have worked very hard to create effective and equitable responses to the varied needs our students have today. The following descriptions of our two Small Learning Communities' educational programs are the culmination of much of this effort. . Both share a strong commitment to our mission of proficiency for all students. Some educational philosophies and curricular programs are shared in common, but the two SLCs' structures, approaches and philosophies are dissimilar enough that a separate description of each will be presented. In an effort to simplify, we will first present the curricular programs and aspects that our two SLC's share. A section about the distinct educational program of each SLC will follow.

### **Shared Components of the McCoy and Chacon Educational Program**

#### **Students to be served**

We serve 800 Kindergarten through sixth grade students in general education classrooms. Many of the students come from families with economic and social needs. Bowling Green is a 100% free meals campus with all students offered the opportunity for free breakfast and lunch. Currently, 62 students enrolled at Bowling Green reside outside of the Sacramento City Unified district. The number of limited English proficient students increased from 14% twenty years ago to 66% in 2011-12.

Table 1-Enrollment 2012-2013

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	Total
Chacon	55	55	52	52	43	42	41	340
McCoy	63	77	78	67	50	55	61	451
Total	118	132	130	119	93	97	102	791

The maximum enrollment capacity for Chacon Academy is 450 students. Maximum enrollment for McCoy is 510.

### Attendance

Bowling Green uses the SCUSD traditional trimester calendar for elementary schools with a total of 178 instructional days for 2012 – 2013. Our school day begins at 8:10 a.m. and ends at 2:05 p.m. The instructional minutes for primary students is 285 minutes per day and for intermediate students is 305 minutes.

Bowling Green strives to maintain a minimum 95% attendance rate. Families are provided with information regarding attendance policies at the beginning of the school year.

### An educated person in the 21<sup>st</sup> century

An educated person must initially develop the tools necessary to learn. From that point on, he or she must be prepared academically, socially, culturally, and linguistically to meet new experiences and solve new problems. An educated person in the 21<sup>st</sup> century must be able to confront new situations and have the skills necessary to surmount the difficulties he or she encounters.

The educational program is designed to foster the use of body, mind, and spirit to make positive changes that affect one’s self, one’s family, one’s school, one’s neighborhood, and one’s community. Contributions to change can be made individually or collectively with others. The program is also designed to enable students to become self-motivated, competent, and lifelong learners; in other words, an “educated person” in the 21<sup>st</sup> Century.

In a linguistically diverse society, the acquisition of a second language can not only be a key to achieving greater cultural and social awareness; it can also provide students with a wider array of job opportunities in the future and give them skills they may need to adapt to change more readily in the workplace. In California, familiarity with a second language, or more, allows an individual to communicate with a wider community, enhancing their effectiveness as a leader.

### How learning best occurs

Students learn best in a nurturing, supportive, *safe* environment. The Bowling Green community will provide an environment that is brain-compatible, healthy, positive and cooperative. Students learn best when they receive comprehensible input. The Bowling Green learning community works to ensure that instruction is delivered in different modalities, addressing the various strategies for receiving and processing information, and accessing students’ multiple “intelligences.” Students learn best when they have the opportunity to try harder, to take chances and learn new skills in a supportive environment. The Bowling Green learning community strives to give our students these opportunities through before and after-school tutoring, and enrichment classes that explore the visual and performing arts and project-based learning.

In our efforts to provide the best possible learning environment for our students, Bowling Green works with families to create and develop opportunities to work as partners to improve student learning:

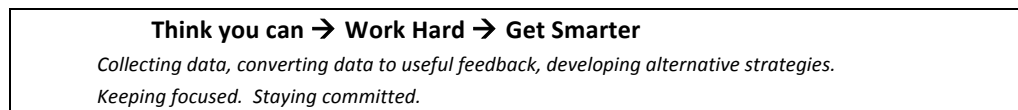
- Steering Committee
- English Learner Advisory Committee
- Parent Design Teams
- Volunteer Opportunities

- Parent workshops
- Parent Teacher Conferences
- Home Visits
- Beginning of the year conferences with each family
- Connect Ed messages
- Family Night Activities
- Translation as needed

### The Efficacy Approach

The Self-Directed Improvement System (SDIS) has its roots in developmental psychology and social psychology. One of the major ideas is: smart is not something you are, it is something you get by working hard; knowledge is constructed. Efficacy assumes that everyone has the brains, but not everyone knows how to get smarter. The first step is to believe you can get smarter. If you believe you can, then you will work hard. If you work hard by keeping focused, by staying committed, and by developing alternative strategies when you encounter an obstacle, then you will get smarter. With success comes increased self-confidence, which adds the momentum to keep the cycle going. The alternative strategies are created by using the Data-Feedback-Strategy (DFS) method that involves: 1) identifying a target; 2) collecting data about how one is doing in relation to the target; 3) converting data to useful information, and then, 4) using the useful information to create strategies. The Data-Feedback-Strategy method can be used by students and teachers in various situations, from shooting basketballs in PE to learning long division in Math.

Figure 1: The Efficacy Approach



The Self-Directed Improvement System (SDIS) also states that you don't get smarter unless you are challenged in your Zone of Development (ZOD). This is an area a little beyond your current abilities and knowledge. Goals in the ZOD are difficult but they are something you can obtain if you work at it. On either side of the ZOD are the "Too Easy" Zone and the "Too Hard for Now" Zone. In the former, you get bored. In the latter you get frustrated. The Zone of Development is where you get smarter and develop your knowledge and abilities.

Other strategies found in the Efficacy approach which help you get into and stay in your Zone of Development include: using the strong side over the weak side, attribute theory, using feedback to find your personal learning zone, and developing and using a support group. The underlying theme of these strategies is that the responsibility for development and the ability to develop rests with each individual. The strategies are the skills and attitudes that are taught at Bowling Green so that students and teachers develop and get smarter in their personal Zone of Development.

### Brain Compatible Approach

If Efficacy is the motivational and self-powering aspect of the educational program, then the brain compatible approach is the pedagogical process that describes how learning best occurs. The brain compatible integrated thematic instructional (ITI) approach combines the accumulated knowledge in the following three areas: brain research, teaching strategies, and curriculum development. When knowledge from these areas is incorporated into lessons, there is greater chance that development will occur. Moreover, the Lifeskills that are part of a brain compatible approach are also empowering.

Many of the instructional strategies used in today's traditional classrooms are brain antagonistic. Traditional instruction is heavily weighted toward using only two intelligences: logical-mathematical intelligence ("number/reasoning smart") and linguistic intelligence ("word-smart"). There are at least six other intelligences that are often neglected in schools. Howard Gardner identifies the other six intelligences as: spatial intelligence ("picture smart"), bodily kinesthetic intelligence ("body smart"), musical intelligence ("music smart")



intrapersonal (“self smart”) interpersonal intelligence (“people smart”) and naturalist intelligence (“nature smart”). Use of Gardner’s Multiple Intelligences (MI) approach to teaching exposes students to learning in different modalities. Studies have shown that approximately 70% of English Only (EO) students learn through traditional methods. MI instruction provides a variety of learning opportunities for the other 30%, including “real life” learning experiences, especially English Learners. This method of instruction also allows students to frequently use the intelligences they are comfortable with, while developing the other forms of intelligence with which they are less accustomed.

Thomas Armstrong suggested that each of these six additional intelligences represent different “potential pathways” to learning. He pointed out that, *“If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning.”* This approach is consistent with the charter school idea of individualizing teaching and learning by matching instructional strategies with each student’s learning style. This is akin to matching a round peg to a round hole rather than trying to force a square peg into a round hole.

The human brain learns best when it can utilize all its intelligences and when the following eight elements are present: Absence of Threat, Meaningful Content, Choices, Adequate Time, Enriched Environment, Collaboration, Immediate Feedback, and Mastery.

The staff continues to work toward using what is known and the most current research about how the brain works to enhance the traditional school curriculum and increase student learning. When an ITI model is fully implemented, the focus is on the learner making sense and discovering for him/herself the important concepts that need to be mastered. This is done through teacher-designed inquiries or activities that are brain compatible. To ensure all students will have access to concepts, inquiries, or activities are not limited to one or two intelligences, teachers design inquiries to be accomplished using Gardner’s eight problem solving intelligences. Using all eight of the intelligences increases the opportunities for a student to understand what is being taught. Teachers will use real-life experiences to enhance the curriculum.

In the ideal, a fully implemented ITI model, there is much less reliance on textbooks and worksheets to learn concepts. Students spend more time doing hands on activities. An ITI method requires teachers to be knowledgeable and skilled by talking to knowledgeable people, by seeking outside resources, by reading widely. An ITI process focuses on teaching and learning concepts. Reading, writing, math, and visual and performing arts are used as tools when studying the concepts. It takes time, collaboration, powerful mentoring, coaching, and professional development among the teachers to develop inquiries that will meet the standards using an ITI model.

**Curriculum Development** States standards drive the development of curriculum designed to meet instructional needs. Professional development is aligned with current data and charter outcomes to support implementation of curriculum. Staff training in ITI and Project GLAD facilitate transition to the Common Core State Standards by 2015. Outside trainers are utilized to provide support, training, and coaching. Teachers then use these trainings as a spring-board for collaboration and planning. For example, within the last three years, all Bowling Green teachers have been trained and certified with Project GLAD. Additional coaching and support has been provided.

### **Lifeskills & Lifelong Guidelines (Susan Kovalic)**

Students have been learning social skills through the curriculum of Ms. Kovalic since the Bowling Green charter’s inception. The Lifeskills and Lifelong Guidelines have served our school well. Bowling Green will continue to use this social skills curriculum, in addition to some additional approaches particular to each SLC to be described further in the following sections. The Kovalic social skills model revolves around a set of LifeSkills which include: perseverance, organization, patience, sense of humor, curiosity, common sense, cooperation, effort, friendship, integrity, problem solving, flexibility, caring initiative, responsibility, resourcefulness, pride, and courage. In addition, five Standards/Guidelines for Living are taught. They are: personal best, no put

downs, active listening, truthfulness, and trustworthiness. The Self-Directed Improvement System (SDIS) developed by the Efficacy Institute is also an important part of the social skills curriculum.

### **Addressing Student Needs**

One of the primary benefits of the SLC structure is the ability for the staff to make a personal connection with each of the students and understand the students' needs. Each student is an individual; with his/her own learning style, experiences, interests and goals. In balance with this diversity, we believe that all students have in common the ability to succeed. The staff will attempt to meet all students where they are and help them to build upon their strengths with the goal of preparing lifelong learners who will become well-rounded, proactive members of society.

In today's society, technology is an essential component. Students use technology to conduct research, reinforce skills, create projects, and for presentations.

### **Support for Students Performing Below/Above Grade Level**

#### **Academically high-achieving students**

Academically gifted students are encouraged to move forward at their own pace, and delve deeper into content areas. Teachers structure opportunities for extended learning that challenge students and assist students in setting goals.

#### **Academically low-achieving students**

Class activities are structured to work especially with differences in learning styles and abilities, in particular by using multiple learning modalities and group projects.

The school provides a comprehensive student intervention program. Interventions begin with the classroom teachers, who are responsible for the ongoing assessment of student progress. Classroom teachers are also responsible for the identification, based on multiple measurements, of students requiring additional support.

The first line of intervention is typically specific accommodations for the student within the classroom instructional setting. Classroom teachers may also provide students with additional one-to-one support or small group instruction as needed. When additional interventions are deemed necessary, the teacher shall refer students to the school's Student Success Team (SST). The SST is composed of classroom teachers, support staff, and administrator(s). In addition, parents of referred students, and sometimes students themselves, are invited to attend and participate at SST meetings. SST members conduct a complete review of the student's cumulative file along with current observations and assessments in order to determine the appropriateness and type of additional interventions. Generally within two to three months, a follow-up SST meeting is held to assess the effectiveness of the interventions and to adjust the accommodations accordingly.

#### **Plan for English Learners**

Bowling Green School meets all applicable legal requirements for English Learners relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, Reclassification to Fluent English Proficient (RFEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. Bowling Green implements policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and students.

The California English Language Development Test (CELDT) data is used to create and modify differentiated instruction programs for English Learners. Teachers work together to provide appropriate instruction for these students. Teachers have all received training in Project GLAD strategies designed to meet the needs of our English Learners. Parents are included in decision making through ELAC and the translation of school

documents and meetings for parents. Teachers working with ELs will possess the appropriate CLAD, BCLAD, or SDAI certification as required. Bowling Green complies with the applicable requirements of the No Child Left Behind Act with regards to EL students.

### **Plan for Special Education, Section 504 of the Rehabilitation Act and Americans with Disabilities Act**

Bowling Green complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).

As a dependent charter, Bowling Green is a SCUSD school and receives Special Education services from the district. The school complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures. Bowling Green and SCUSD are responsible for its compliance with Section 504 and the ADA.

#### **IDEIA**

Bowling Green provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of SCUSD, which shall include but not be limited to identification; assessment; IEP development, implementation, and review; and provision of a full continuum of placement options to ensure each identified student is offered a free appropriate public education (FAPE) in the least restrictive environment.

Bowling Green follows SCUSD policies and procedures, and utilizes SCUSD forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

#### **Section 504 of the Rehabilitation Act/ADA**

Bowling Green recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team will be assembled by the administrator and shall include the parent/guardian, the student (when appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. Using student assessment data and pertinent information, the 504 team will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of

sources, including, but not limited to, assessments conducted by the school's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

**Teacher Development** Another critical component for attaining highly educated students is the development of the teacher. Marzano's research has found that the most critical component for student success is the teacher. As such, Bowling Green, while being comprised of already highly qualified teachers ensures that our teachers continue to grow and learn new techniques, strategies and ideas for improving student achievement. Teachers are encouraged to collaborate and provided numerous opportunities to develop and refine their teaching skills, through trainings that will be determined by the needs reflected in student assessment data.

#### **Teacher research**

Teacher collaboration is only effective when accompanied by well-researched units that both challenge students and differentiate instruction. Teachers use data collected (as in the Efficacy model described above) to develop feedback and use the data to determine areas of need and conduct research, plan collaboratively, and provide one another feedback to determine "best practices".

### **Ken McCoy Academy for Excellence SLC Educational Program**

#### **Beginning with the end in mind**

We are organized as a small learning community for two reasons: First, to help students to meet state academic goals and objectives; second, to help students use the academic and social skills taught at Bowling Green to individually and collectively solve problems and to improve their personal life, school life, and family life. In this way, students *apply* what they learn rather than just show what they know by taking paper and pencil tests. The school community, then, becomes a place where one gains useful and meaningful skills, strategies, and knowledge that can be used today and in the future.

#### **Context of the educational program**

Research indicates that teacher/student relationships are the most important factor for ensuring the success of students. The Ken McCoy Academy for Excellence teachers address this critical component by "looping" with their students for two years. For example, the first grade teacher "loops" to second grade with her/his class. The second grade teacher moves down and teaches first grade for the year. This looping rotation continues between third/fourth grade and fifth/sixth grade. These smaller learning groups across and between grade levels contribute to fostering the presence of the elements described above that are necessary for humans to learn best. Teachers are knowledgeable of the different grade standards and better able to provide high quality of standards-aligned instruction as set forth in the ITI model. The kindergarten program includes an "early/late" schedule. This schedule gives kindergarten access to the standards with small group instruction. Following a decision-making process established by the Steering Committee, the teachers collaborate to make the instructional and curricular decisions necessary to reach the outcomes described in the next section.

A review of the research reveals students in a looped classroom have a closer relationship with their teacher. As a result of this closer relationship, there is an increase in student attendance, decrease in discipline problems, and more time to observe children and determine their needs. Teachers are able to adjust instruction to better meet the needs of the children.(Keeney, 2007) *Social and Academic Benefits of Looping Primary Grade Students*.

In East Cleveland, Ohio Schools and Cleveland State University teamed up to pilot a project which involved a multi-year teacher/student assignment. (Hampton, Mumford, Bond, 1997) *Enhancing urban student achievement oriented school practices*. This pilot program concluded the practice of looping shows: improved student achievement, increased on time-on-task (more teaching time at the beginning of the year) , more time for slower students to learn basic skills without the need for retention, more opportunities for bonding between teachers and students, and teachers and parents, diminished apprehension about a new school year for the student, more time to establish positive relationships with peers, increased support for students who

depend upon school as a social safety net, an enhanced sense of school and community, increased opportunities for EL, and struggling learners, to develop the self-confidence necessary for school success.

The essence of looping is the promotion of strong, extended, meaningful, positive interpersonal relationships between teachers and students that foster increased student motivation and, in turn, stimulate improved learning outcomes for ALL students. (Burke, 1997) *Looping: Adding Time, Strengthening Relationships*

Teachers use a variety of the curriculum materials and resources to move the SLC toward the mission of proficiency for all children, toward the charter school outcomes and toward the newly adopted Common Core State Standards. Teachers employ a variety of instructional strategies such as direct instruction, Project GLAD, and best teaching practices to enhance the ITI model with the goal of closing the achievement gap for our diverse student population. As the staff continues to grow as professionals, they incorporate new resources and practices.

The purpose of the SLC is to produce students who are productive, responsible citizens and who use the knowledge and skills taught at the McCoy SLC to improve and affect change in their own lives and in the community. The knowledge and skills are developed through the context of mastering five site-adopted components of a well-rounded education, which encompass: 1) literacy, 2) math/science, 3) social skills/social studies, 4) physical education and health-related fitness, and 5) visual and performing arts. In the process of reaching these five outcomes, students also demonstrate mastery of state standards. In addition, teachers use technology to teach toward mastery and students will use technology, in part, to demonstrate their mastery of the components.

1. **Literacy:** Students read for a) pleasure, b) understanding and c) information. Students write and speak with conviction, structure, and detail. They learn and use editorial skills that help them communicate with simplicity and clarity in all forms of communication. Students use technology and a variety of other tools to access and disseminate information.

2. **Math/Science:** Students a) discuss mathematical and scientific relationships, b) reason logically, c) think critically, and d) use mathematical and scientific skills and concepts. They effectively use the tools of mathematicians and scientists (e.g., scales and computers) in projects that demonstrate their knowledge.

3. **Social Skills/Social Studies:** Students know and practice LifeSkills. They identify and articulate their application in the diverse cultures and communities of the present, as well as in the civilizations and societies of the past.

4. **Visual and Performing Arts:** Students demonstrate their developing talents in the visual and performing arts. They understand that the arts are a form of communication among people from different cultures.

5. **Physical Education and Health-Related Fitness:** Students are physically educated. They achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness.

## **Chacón Language and Science Academy SLC Educational Program**

**The Two-Way Spanish Immersion Model (TWSI)** In today's society, being bilingual is a clear advantage both socially and in the job market. Research from Collier and Thomas demonstrates that the two-way Spanish Immersion model of bilingual instruction has had the most success for English Learners. In this model, Spanish-speaking students develop content in their primary language while learning English through content-based ELD. The TWSI program also integrates native Spanish speakers with native English speakers. The program serves English Learners and English Only students interested in learning to speak, read, and write in Spanish as well as in English. The TWSI approach allows both groups of students to develop high levels of bilingualism and biliteracy, while acquiring grade-level content. Students act as models for each other. TWSI promotes the opportunity for Spanish-speaking students to maintain their primary language while becoming proficient in

another as well as the opportunity for speakers of English to take on the challenge of learning another language fluently.

Table 2: Two-Way Immersion 90-10 Model: Percentages of Daily Instruction

Grade	% of Spanish	% of English
Kindergarten & 1st	90%	10%
2 <sup>nd</sup>	80%	20%
3rd	70%	30%
4th	60%	40%
5 <sup>th</sup> & 6 <sup>th</sup>	50%	50%

The school day is extended for Kindergarten students. During the extended day, students receive additional primary language time to ensure all kindergarten students are prepared for first grade. English Learners also receive an additional ELD instruction time.

Initially, the status quo of a Two-Way program is observed in all grades but kindergarten. The TWSI program will be implemented first in kindergarten, to be continued each succeeding year in the next grade. New students will be recruited as time goes on to counteract any decrease in student numbers due to transiency. Students may apply for entrance into the TWSI program after kindergarten (as well into those post-kinder classes that remain “developmental bilingual” classes.) Students are given an initial language assessment and a recommendation for placement is discussed.

**Conversational Spanish** Additional students enrolled in English only classrooms provide English learners in Beginning to Early Intermediate levels with primary language support. Students in Intermediate to Advanced levels continue to receive structured ELD and SDAIE strategies. All students, EO and EL, have the opportunity to learn and practice conversational Spanish for 45 minutes a week. For English Learners, C-Spanish begins once they have achieved an Intermediate level of English according to the California English Language Development Test. The Kindergarten day is extended to provide English Learners with additional ELD and EO students with additional time to learn the skills necessary for first grade.

**Project-Based Learning** Students are exposed to project-based learning through social service and social action projects. These projects are normally either science or social studies based. For example, teachers conduct a Health Fair each year near César Chávez’ birthday which allows students to develop projects that focus on health, science and social studies, all the while requiring them to demonstrate their knowledge and encouraging them to serve in their community. Language Arts standards are integrated. Multicultural relevance is also integrated within the units. Exposing students to project-based learning engages students, provides “hands-on” opportunities for English Learners, and helps them to use higher order thinking skills (as defined in Bloom’s Taxonomy.) They interact in cooperative learning groups, using academic language and concepts in concrete ways, learning from their peers as well as from teachers and their learning materials.

**CSUS Partnership** Chacón Academy has a science and ELD partnership with Sacramento State University. A college science methods class is typically taught on campus. Chacón teachers model the teaching of science while CSUS student teachers (ST’s) re-teach the lessons in small groups. Whenever possible, the ELD model is taught in the same manner.

## **Element B: Measurable Pupil Outcomes**

Section 47605 (c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

### **Mandated State Assessments**

As is required by the state charter law, Bowling Green Educational Center will meet all statewide standards and conduct the state pupil assessments required pursuant to Section 60602.5, including the STAR tests and other mandated state assessments. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Proficiency for our English Learners will be measured in accordance with the CELDT, STAR test data, teacher observations, and other school-based measures.

Categorical funds and General Funds as available will be used to support student achievement . Programs and specific interventions will be developed as determined by data analysis. Staff will plan and implement these interventions.

### **Assessments Outcome Goals:**

- I. Aggregate progress on the individual pupil outcomes.
- II. Compare Bowling Green standardized test scores to those of comparable schools.
- III. Compile annual Bowling Green attendance records and compare to local and overall SCUSD attendance statistics.
- IV. Identify whether Bowling Green has met annual State and Federal performance outcomes.

Table 3: Five Year Academic Performance Index

2008	2009	2010	2011	2012	5 Year Growth
695	743	765	767	774	+ 79 points

\*AYP data from California Department of Education

Table 4: Current Bowling Green Charter School AYP

	2008	2009	2010	2011	2012	5 Year Growth
ELA	33%	40%	44.8%	42.5%	44.1%	+ 11.1%
Math	41.4%	53.4%	57.9%	56.9%	59.4%	+ 15%

\*AYP data from California Department of Education

Table 5: Percent Proficient - Annual Measurable Objectives (AMOs) 2012

GROUPS	English-Language Arts Target 78.4 % Met all percent proficient rate criteria? No					Mathematics Target 79.0 % Met all percent proficient rate criteria? No				
	Valid	Number At or Above	Percent Above	Met 2012 AYP	Alternative Method	Valid	Number At or Above	Percent Above	Met 2012 AYP	Alternative Method
	Scores	Proficient	Proficient	Criteria	Method	Scores	Proficient	Proficient	Criteria	Method
<b>Schoolwide</b>	478	211	44.1	No		478	284	59.4	Yes	<u>SH</u>
Black or African American	61	27	44.3	--		61	33	54.1	--	
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	77	38	49.4	Yes	<u>SH</u>	77	51	66.2	No	
Filipino	11	8	72.7	--		11	9	81.8	--	
Hispanic or Latino	281	114	40.6	No		281	164	58.4	Yes	<u>SH</u>
Native Hawaiian or Pacific Islander	12	4	33.3	--		12	5	41.7	--	
White	21	12	57.1	--		21	12	57.1	--	
Two or More Races	11	7	63.6	--		11	7	63.6	--	
Socioeconomically Disadvantaged	478	211	44.1	No		478	284	59.4	Yes	<u>SH</u>
English Learners	307	132	43.0	No		307	189	61.6	Yes	<u>SH</u>
Students with Disabilities	54	23	42.6	--		54	28	51.9	--	

\*AMO Data from California Department of Education

Table 6: Bowling Green School Expulsion, Suspension, and Truancy Information for 2010-11

School	CD Code	School Code	Enrollment*	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug Expulsions	Suspensions	Total Expulsions	Number of Non-Persistently Dangerous Student Firearm Incidents	Overall Total Expulsions	Suspensions
<b>Bowling Green Elementary</b>	<b>3467439</b>	<b>6033799</b>	<b>782</b>	<b>93</b>	<b>11.89%</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>
Sacramento City District			47,355	8,993	18.99%	15	3,860	10		15	7,476
County			235,388	74,325	31.58%	444	17,341	109		496	40,542
California State			6,174,717**	1,837,830	29.76%	15,930	319,597	2,594	143	18,649	700,884

\*Suspension data from Data Quest



## **Element C: Methods to Assess Pupil Progress Toward Meeting Outcomes**

### **Assessment**

As shown in the table above, many different assessments are used in classrooms. Performance-based assessments are achieved through learning projects based in Science and Social Studies. Rubrics are developed that students and teachers use to evaluate student growth and in-depth understanding of content, as well as presentational and technological skills.

### **Collaborative Assessment Meetings**

Collaborative Assessment Meetings occur quarterly. During these meetings, teachers meet with grade level partners, support staff, and the principal to discuss classroom results. Each student is monitored and the appropriate interventions, if necessary, are put in place. After each meeting, the Principal drafts a report which will be shared and discussed later during the next staff meeting.

### **Staff Development**

The results from the Collaborative Assessment Meetings, Lesson Study units and SDIS data will determine areas where teachers need further training and development.

## **Outcomes**

The following table shows the educational outcomes, curriculum, and assessments to be used. The standards drive the instructions. All curricula will be thematically integrated.

Table 6: Educational Outcomes, Curriculum, and Assessments for 2013-2018

<b>Common Core Reading Anchor Standards (Narrative and Informational)</b>	<b>Assessments</b>
Anchor Standard 1- Reading Closely and Making Logical Inferences	<ul style="list-style-type: none"> <li>• Running records</li> <li>• Comprehension assessments</li> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 2- Determine Central Ideas and Themes	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 3- Reading to Analyze How Individuals, Events, and Ideas Develop and Interact Over the Course of a Text.	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 4- Reading to Interpret the Language Used in the Text.	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 5- Reading to Analyze the Structure of a Text	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> </ul>

	<ul style="list-style-type: none"> <li>• State Assessments</li> </ul>
Anchor Standard 6- Reading to Assess the Author's Point of View and How It Shapes the Text.	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standards 7-9- Reading to Integrate Knowledge and Ideas and Think Across Informational Texts.	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 10 Range of Reading and Level of Text Complexity	<ul style="list-style-type: none"> <li>• Running record</li> <li>• Comprehension assessments</li> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>

<b>Common Core Writing Standards</b>	<b>Assessments</b>
Narrative Writing	<ul style="list-style-type: none"> <li>• Rubrics (Process &amp; Quality)</li> <li>• Samples of student work that include personal narrative, fiction, historical fiction, fantasy, narrative memoir, biography, narrative nonfiction.</li> <li>• Portfolios</li> <li>• State Assessments</li> </ul>
Persuasive/Opinion/Argument Writing	<ul style="list-style-type: none"> <li>• Rubrics (Process &amp; Quality)</li> <li>• Samples of student work that include persuasive letter, review, personal essay, persuasive essay, literary essay, historical essay, petition, editorial, op-ed column.</li> <li>• Portfolios</li> <li>• State Assessments</li> </ul>
Informative and Functional/ Procedural Writing	<ul style="list-style-type: none"> <li>• Rubrics (Process &amp; Quality)</li> <li>• Samples of student work that include fact sheet, news article, feature article, blog, website, report, analytic memo, research report, nonfiction book, how-to book, direction, recipe, lab report</li> <li>• Portfolios</li> <li>• State Assessments</li> </ul>

<b>Science</b>	<b>Assessments</b>
Through integrated thematic instruction: <ul style="list-style-type: none"> <li>• Students will utilize scientific methods</li> <li>•</li> <li>• to explore and understand major</li> </ul>	<ul style="list-style-type: none"> <li>• Projects/Rubrics</li> <li>• Samples of students written work</li> <li>• State Assessments</li> </ul>

<p>concepts.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of scientific theories and concepts as they engage in research.</li> <li>• Students will apply their knowledge of scientific theories and concepts to their everyday lives and explore ways in which these theories and concepts affect their community.</li> </ul>	
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<b>Social Studies</b>	<b>Assessments</b>
<p>Through integrated thematic instruction,</p> <ul style="list-style-type: none"> <li>• Students will understand various historical perspectives and apply these ideas to their analysis of current events.</li> <li>• Students will have an understanding of geographic knowledge and how geographical location influences interactions and events both locally and worldwide.</li> <li>• Students will develop a detailed proposal that describes a meaningful service to the community. Students will provide the service and then present a report through the use of a technological, oral, artistic or other medium.</li> </ul>	<ul style="list-style-type: none"> <li>• Projects/Rubrics</li> <li>• Samples of students written work</li> <li>• State Assessments</li> </ul>

<b>Standards for Mathematical Practice</b>	<b>Assessments</b>
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure</li> <li>8. Look for and express regularly in repeated reasoning.</li> </ol>	<ul style="list-style-type: none"> <li>• Curriculum-embedded assessments</li> <li>• Standards-based assessments</li> <li>• Students will explain mathematical procedures and reasoning in written form.</li> <li>• Portfolios to analyze student’s progress over time.</li> <li>• Student work</li> </ul>

<b>Visual &amp; Performing Arts</b>	<b>Assessments</b>
<p>Integrated Thematic Instruction</p>	<ul style="list-style-type: none"> <li>• Projects/Rubrics</li> <li>• Samples of students written work</li> <li>• State Assessments</li> </ul>
<b>World Languages (Chacon SLC)</b>	<b>Assessments</b>
<p>Two-Way Immersion (90-10 Model)</p>	<ul style="list-style-type: none"> <li>• State Spanish Assessment</li> <li>• State English Language Assessment</li> </ul>

Conversational Spanish	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Chacon Assessments</li> </ul>
<b>Physical Education &amp; Health</b>	<b>Assessments</b>
All Standards Integrated Thematic Instruction	<ul style="list-style-type: none"> <li>• Projects/Rubrics</li> <li>• Samples of student work</li> <li>• State Assessments</li> </ul>

<b>Social Skills</b>	<b>Assessments</b>
Student behavior will exemplify the tenets of the Lifeskills and the FISH philosophy. They will be able to identify, articulate, and apply the Lifeskills in problem-solving and interactions with others. Students will practice setting educational and career goals and will explore the steps necessary to arrive at them.	<ul style="list-style-type: none"> <li>• Goal setting charts</li> <li>• Essays</li> <li>• Rubrics</li> <li>• Teacher and student observations</li> <li>• Class discussions</li> <li>• Examine behavioral referrals</li> <li>• Problem solving</li> </ul>

## **Element D: Governance Structure of the School**

(See Element D-Appendix for Supporting Documents)

### **Introduction**

Governance is about people making decisions. Bowling Green has a long tradition of site-based governance. In 1991, Conal Lindsay, a well-respected SCUSD school psychologist, introduced the school staff to the idea of site-based decision-making in the context of W. Edwards Deming's Continuous Improvement Process (CIP). A key assumption in the Continuous Improvement Process is that 95% of an organization's problems can be traced to faulty routines and processes in the system and 5% to the people who are members of the organization. According to Deming's principles of management, an organization must always focus on quality. He saw quality as pride in workmanship and taking joy in one's work. Quality results from continuous improvement.

An effective governance structure encourages and promotes: 1) the making of good decisions, 2) the implementation of decisions, and 3) the evaluation of the effectiveness of those decisions. During the life of the charter a democratic site-based process has evolved at Bowling Green. At the heart of this process is the notion that knowledgeable professional educators (i.e., teachers and administrators) and parents who work day in and day out with students can develop the strategies that will lead to achieving the school mission of proficiency for all children. The school's democratic governance structure is a dynamic process that adapts as needed to function as intended. To paraphrase John Dewey: Building a political consensus requires maintaining and nurturing the fragile culture of respect, tolerance, and compromise necessary for real democracy to flourish.

Bowling Green is a dependent charter of the Sacramento City Unified School District (the District). As a dependent charter, the school functions as a legal arm of the District. Ultimate control over the school will rest with the governing board of the District. Upon development and adoption of appropriate school-level policies, and in conformity with applicable laws, the governing board of the District has control over key elements of the school's operations, including the following:

- development and approval of the school's annual budget;
- evaluation of the performance of the school's principal and the power to dismiss the principal in the event that the performance evaluation determines that the principal is not meeting the school's needs or expectations;

- monitoring of curriculum, instructional methods and strategies, and instructional calendar, provided these are reasonably aligned with state-mandated academic content standards;
- selection of student assessment practices mandated by applicable state law; and
- the review, hiring, evaluation, and retention of all staff.

These policies will be submitted for approval to the District's governing board. The District's governing board agrees to review all reasonable policies in a timely manner. Upon approval, such policies shall be deemed a material revision of the charter.

### **The Steering Committee Process: The heart of the governance structure**

The Steering Committee is the main decision-making body of the SLC and functions as the required School Site Councils (SSC) under NCLB with ten members representing parity between staff and parent/community members. The Steering Committee approves all policy statements, including the annual school plan and the school budget as developed in accordance with the staffing allocations and projected revenues provided by SCUSD. In addition, the Steering Committee monitors: implementation of the charter, implementation of the annual school plan, student achievement, and assessment. The Steering Committee also evaluates the site administrator. All Steering Committee meetings will comply with the Ralph M. Brown Act. Meetings, for example, will be open to the public and agendas will be posted in a location that is freely accessible prior to a regular meeting. A schedule of regular meetings will be adopted by the committee and posted at the beginning of each school year. In addition, all meeting agendas and minutes of previous meetings will be saved to the school computers' share drive.

### **Role of the Steering Committee representatives**

A representative's two major responsibilities are to: 1) convey information between the constituent group and the Steering Committee and 2) make decisions in the best interest of students based on data and the school mission. If a representative is unable to attend a meeting, the alternate member of the constituent group will attend.

### **Joint Leadership Committee**

In the process of creating a charter consisting of two small learning communities, it became clear that each SLC would need its own form of governance. Also apparent was the need for a Joint Leadership Committee (JLC) to deal with issues that would impact both SLCs such as enrollment, school plan, data, charter renewal, and shared positions and facilities. Below is a description of the Joint Leadership Committee (JLC), followed by explanations of each SLC's governance structure.

The Joint Leadership Committee (JLC) will be comprised of two teachers from each SLC selected by their respective constituents, along with the administrators of both SLCs to address any issues that might arise between the two sites. The JLC will meet once a trimester. In addition, the co-administrators will meet as needed.

### **Parent Committees**

Parent committees will act as subcommittees for of the JLC. There are currently two advisory committees: English Learners Advisory Committee (ELAC) and the School Site Council (SSC) for NCLB. Each of these committees has staff and parent representatives. Each of these committees will have representation from each SLC.

The school will ensure Bowling Green parents will be actively involved in the governance of the school through representation of parent leadership on the Steering Committee, surveys, involvement on design teams, standing committees, and through organized parent groups. In this manner, Bowling Green fully intends to include all families in creating a vision, gathering input for plans for school wide change, and to be actively involved in a culture which supports family participation.

## **Committees and Design Teams: The centers for change and for pushing the envelope**

Each certificated staff member **is expected** to serve on a committee. Classified staff members are encouraged to be on a committee. Parents are encouraged to be on a committee.

### **Clarification of committee roles**

1. The Steering Committee is the primary decision-making body of the SLC. The Steering Committee may create committees and design teams which are responsible for developing policy statements. The Steering Committee approves the policy statements.
2. Standing Committees are ongoing, and meet regularly. Upon request, they will report to the steering committee. Standing committees will be identified by the Steering Committee at the beginning of each school year. During the school year, the Steering Committee will announce the formation of any additional committees that may be needed.
3. Design Teams meet for a specific time and specific task, and then are disbanded. They are created by the Steering Committee.
4. Parent committees act as subcommittees of the Steering Committee. There are currently two advisory committees: English Learners Advisory Committee (ELAC) and the School Site Council (SSC) for NCLB. Each of these committees has staff and parent representatives.

### **Operation of Committees**

1. Committees will decide their decision-making model.
2. Each committee will decide its leadership structure. It is recommended that each committee have a chairperson, a facilitator, and a secretary.
3. Each committee will decide when to meet and post the meeting dates and time.
4. Committees will report to the Steering Committee once upon request
5. The committee will take minutes at each meeting and publish them for the staff to review in a timely manner.

### **Site Administrators**

Administrators support teachers and classified staff and provide school-wide leadership. They work as professional partners with the certificated and classified staff. Since the Bowling Green Educational Center will be operating two small learning communities, each with an administrator, these two administrators will function as co-principals. While their work will focus primarily on the needs of their assigned SLC, they will also work in tandem to address school-wide issues that impact all students, teachers and school facilities. Charter school administrators are guided by the charter and by the respective agreements between the various bargaining units and the Board of Education. Many of the traditional administrative duties still exist and have their roots in the negotiated agreements. Examples include recommending candidates for positions at the school, evaluating staff, making teaching assignments, making room assignments, supervising staff, disciplining staff, recognizing staff, initiating spending that is described in the school plan, and filing reports. Administrators are also responsible for coordinating the orderly implementation of the charter and will be the charter school's administrative liaisons with the district. His/her work includes budget forecasting, purchasing, accounting, monitoring the budget, facilities management, staffing, proposing admission regulations, and serving as a liaison with outside organizations.

### **Procedures for Selecting A New Administrator**

Should an administrative post become vacant, new administrators will be selected by a subcommittee appointed by the JLC that includes members from each of the employee groups (i.e., SEIU, Teamsters, SCTA, represented management) and parents of currently enrolled students. The current highest-ranking administrator will check the references of the finalists. Their names will be submitted to the leadership committee of the affected SLC for final consideration. Selection is by consensus of the SLC and the JLC. The JLC will recommend a candidate to the Board of Education and will recommend compensation based on existing district salary schedules. Prior to being recommended, a candidate will be asked to: 1) read the charter 2) accept the responsibility for working toward the charter's outcomes 3) abide by the philosophy, curricula, and goals of the SLC to which they are assigned 4) work towards mastering the skills and knowledge necessary to fully implement the charter 5) sign the charter petition.

### **Administrator Evaluation**

The governing bodies of the individual SLCs will develop a process to evaluate the administrators that is consistent with the district process, but also encompasses the responsibilities of the charter. The purpose of the evaluation is to improve performance. Administrators will be *formally* evaluated every two years. An informal evaluation will be conducted annually to provide the administrators with feedback on their performance. An evaluation will be considered “poor” if it demonstrates that the administrator lacks the abilities, skills, or attitude needed to implement the charter. Should an administrator receive a poor informal evaluation during the year immediately following a poor *formal* evaluation, a vote of confidence may be called for.

### **Vote of confidence**

The purpose of a vote of confidence is to release an administrator from the charter school *only* if he/she lacks the abilities, skills, or attitude needed to implement the charter. The vote of confidence **will not** be used to retaliate against an administrator for either professional or personal reasons. Permanent certificated staff members who have signed the charter are eligible to vote. A vote of confidence will occur upon petition signed by 60% of the certificated, full time staff members of the affected SLC who have signed the charter. Half time staff members will receive half of a vote. The petition **must state the specific reason(s)** for calling a vote of confidence. The petition must be presented by the first staff meeting in January.

If a vote of confidence is to be conducted, the Joint Leadership Committee will develop a process and timeline for conducting the vote. The process will be completed before February 28<sup>th</sup>. The Joint Leadership Committee is responsible for ensuring public discussion before the vote is conducted. Permanent certificated staff members who have worked at the charter school at least one year and who have signed the charter are eligible to vote. The question to be answered for the administrator will be: “Does the administrator exhibit the abilities, skills, and attitude needed to implement the charter?” If 2/3 of the voters agree, then the administrator will continue serving. An administrator who does not receive a vote of confidence will continue serving until the end of the school year.

On or before the first working day in March, the JLC will deliver a written report to the Board of Education and the superintendent describing the results of the vote of confidence. A copy of the report will be submitted to the governing board of each SLC.

### **Training**

In the fall of each year, there will be training for staff and community members on the governance and decision-making process at the charter school. It is important for staff to use the process in their day-to-day work and to model for each other.

### **Scope of decision making**

Although categorized as a “dependent” charter school, the Bowling Green Educational Center will operate independently of the district’s administrative structure. As such, the charter school is exempt from district policies that are not consistent with the charter. The charter school, however, is bound by the negotiated agreements between the Board of Education and the various employee bargaining units with members employed at Bowling Green. If needed, waivers will be requested using the procedures described in each agreement.

The charter school will comply with federal laws and regulations.

## **Element E: Employee Qualifications**

The staff members at the Bowling Green Charter School continue to be employees of the SCUSD Board of Education. As such, teachers will be Highly Qualified teachers. Teachers employed in the Two-Way Immersion

section of the CLASA SLC must be Highly Qualified and provide evidence of BCLAD certification or its equivalent. All other teachers must be Highly Qualified and be CLAD certified or equivalent.

In order to maintain the integrity of the charter, we expect that applicants for positions will measure up to the highest professional standards. Bowling Green employees will meet similar qualifications required for equivalent positions in the district with the addition of the following:

- Support the goals and objectives of the charter and the school plan
- Participate in the site based decision-making process by attending governance and staff meetings and serving on at least one committee.
- Strive to ensure proficiency for all students through consistent teaching practices and professional collaboration. Create a challenging yet supportive school atmosphere that encourages academic achievement by all students. Maintain positive classroom discipline using such methods life skills and class meetings.
- Communicate with parents and or administrators about any relevant classroom matters and student performance. Provide collegial support to other BG staff members,
- Participate in staff development programs to ensure that all staff have the tools to fulfill the vision of the charter.

**If a staff member does not want to devote the time, energy, and effort to implement the various aspects of the charter, then he/she will be reminded of Education Code Section 47605 subdivision (e) which states that *“No governing board of a school district shall require any employee of the school district to be employed in a charter school.”***

To the extent possible, the charter school will strive to attract a staff that reflects the diversity of the students in the school district in terms of ethnicity, culture, language skills, and gender.

Before any certificated or classified candidate is recommended for a position at the charter school, he/she will be asked to: 1) read the charter; 2) accept the responsibility for working toward the charter’s outcomes; 3) abide by the philosophy, curricula and goals of the SLC to which they are assigned; 4) work toward mastering the skills and knowledge necessary to fully implement the charter; and, 5) sign the charter petition.

More experienced staff will be expected to help train and support less experienced staff members. All staff will be expected to share with one another and to support one another to reach the mission of proficiency for all children.

Each certificated non-management employee and each certificated management employee at the charter school will meet the state licensing requirements for the position that he/she holds. Verification will be done in the established manner through the personnel department.

When no state licensing requirements exist, as in the case of most classified positions, the employee needs to meet all district performance specifications required for the position as described in the job description and the notice of vacancy. Verification will be done in the established manner through the personnel department.

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

The charter uses the health and safety procedures adopted by the district. These procedures include personnel background checks for criminal records. New staff members will not be allowed to work at the charter until they have obtained fingerprint clearance. Volunteers are gladly accepted, but only allowed to work under the direct supervision of a certificated staff member.

Staff will monitor health and safety issues and report shortcomings directly to the Joint Leadership Committee and to the charter school administration. Staff will also work with the charter school administration to resolve issues related to health and safety at the school. When needed, the staff will make referrals to outside agencies for students with mental health needs.



There is standing committee, as defined in the governance section of this charter, devoted to working on school-wide safety issues.

## **Element G: Means to Achieve Racial and Ethnic Balance Reflective of the Sacramento City Unified School District**

As a charter school, we actively pursue the racial and ethnic balance of our student population. All efforts are made to attract students to more closely resemble the district’s ethnic balance. There is space available every year, at least in kindergarten.

The Bowling Green Charter implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflective of the SCUSD:

- 1) An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- 2) The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district; including materials in languages other than English to appeal to limited English proficient populations.
- 3) Targeted meetings in multiple communities to reach prospective students and parents
- 4) The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district

Because we seek a targeted student population whose families may not be reachable by traditional means, Bowling Green plans to utilize direct outreach strategies such as direct mailing, e-mail, a website, community and home flyers targeted in specific communities in the Sacramento area. Bowling Green may also use bus stop signage, library, church and community group bulletin boards, and radio stations in an effort to tailor outreach efforts to a diversity of students/families.

Table 6: Five Year Demographic Data

Demographic Category	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	SCUSD 2011/2012
Free Lunch	82.6%	38.1%	87.8%	91.4%	100.0%	73.3%
English Learner	54.1%	55.9%	59.9%	57.3%	66.0%	0.0%
African American	13.8%	14.6%	15.4%	15.6%	16.2%	18.0%
Hispanic/Latino	51.6%	54.2%	55.0%	57.7%	57.0%	36.5%
Asian	21.7%	20.4%	18.2%	15.7%	14.7%	18.0%
White	7.8%	5.4%	4.5%	4.0%	5.7%	18.6%
Filipino	1.9%	1.7%	1.8%	1.8%	1.5%	1.1%
Pacific Islander	2.1%	2.6%	2.6%	2.2%	1.9%	1.7%
American Indian/ Alaska Native	1.0%	1.1%	0.7%	0.8%	0.6%	0.8%

Multiple /Not Reported	0.3%	0.0%	1.9%	2.3%	2.4%	5.4%
Special Education	10.1%	1.4%	10.6%	11.3%	9.9%	10.7%
Total Enrollment	682	701	735	782	790	47940

\*Demographic data from Data Quest

## **Element H: Admissions Requirements**

Admission to the regular education program shall not be dependent upon the place of residence of the student, or of his/her parents/guardian, within California. Nor shall admission be dependent upon ethnicity, national origin, gender, or disability.

Students requesting attendance in the Spanish Bilingual section of the Chacon Small Learning Community will be given a language assessment prior to admission to grades 1-6th. Once the assessment has been made, a recommendation for placement will be given to parents.

When the school is oversubscribed at a particular grade level, Bowling Green, as a conversion charter school, is required to adopt and maintain a policy that gives admission preference to students who live within the former attendance area. In the event of the school reaching maximum attendance capacity, except for existing pupils of the charter school, admission shall be determined by a public random drawing. .

Admission to the general education program is given the following priority:

1. Siblings of students currently enrolled
2. Sacramento City Unified School District students.

3. Children of founders and teachers
4. Any student in California

Students on the waiting list should enroll at their district-assigned school, whether it is in SCUSD or another district. When a spot becomes available at a particular grade level, the charter school staff will contact and offer the spot to the parents/guardians of the first student on the waiting list. Contact will be made by calling the telephone number left by the parent/guardian. Contact means actual voice to voice communication or leaving a message at the telephone number. Parents/guardians have 48 hours (excluding weekends and school holidays) to accept the offer. If the parent/guardian cannot be contacted at the number they left or if they refuse the spot, then the next person on the waiting list will be called and offered the spot.

Students who are chronically tardy or absent for non-medical reasons will be referred for a SARB hearing. A student may be disenrolled after ten unexcused absences in one school year so that other students may have an opportunity to attend the charter school. The disenrolled student will need to register at his/her home school.

Tuition will not be charged for attending the charter school.

Bowling Green will work jointly with SCUSD to develop a policy for enrollment conducted at the Enrollment Center.

### **Element I: Financial Audit**

Annual audits of the charter school will be included in the annual independent audits of the SCUSD, which are done in accordance with generally accepted accounting principles. If exceptions are revealed in the audits, they will be corrected immediately. The school's budget and funds will be incorporated into those of the district. As a component financial unit of the district, the school's financial affairs will be audited through the district's annual external audit process.

### **Element J: Pupil Suspension and Expulsion**

(See Element J-Appendix for supporting documents)

Bowling Green follows the student suspension and expulsion policies of the Sacramento City Unified School District.

Bowling Green will maintain a safe learning environment while balancing a student's right to due process. The family handbook clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits. Any student who engages in violations of these expectations may be required to attend a meeting with the school's staff and the student's parent/guardian.

Students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended and later expelled. The school will notify the Behavior Office at SCUSD and include suspension and expulsion data in its annual School Accountability Report Card provided to the district.

In accordance with the law, Bowling Green will comply with federal due process requirements for suspension and expulsion of regular and special education students. An individual with exceptional needs, as defined in Education Code Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations. The charter school will consult with SCUSD Student Hearing and

Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school. Behavior expectations for students short of suspension and expulsion will be further developed in collaboration with staff and approved by the SLC Steering Committees.

Bowling Green behavior expectations, policies, and rules are distributed in the form of a Family Handbook to every student at the beginning of the school year.

## **Element K: Retirement System**

There will be no change in the way staff members at the charter school are covered. The established district system will be used. Each staff member will be an employee of the SCUSD. Certificated staff members are covered by STRS. Classified staff members are covered by PERS and/or Social Security. The district will create the necessary reports required by STRS, PERS, or federal Social Security as articulated in Education Code Section 47611.3 subdivision (a).

## **Element L: Attendance Alternative**

Students who opt to leave Bowling Green may attend other district or residence schools, or pursue an inter-district transfer, in accordance with the existing enrollment and transfer policies of the District or county of residence. Admission to Bowling Green does not guarantee the right of any student into any other school of the District.

## **Element M: Description of Employee Rights**

Staff members at the Bowling Green Charter will continue to be employed by the SCUSD. Therefore, no rights will be lost when coming to work at the charter school or when leaving the charter school to work at another district school. The different negotiated agreements between the SCUSD Board of Education and the various bargaining units describe the transfer process for members of each group.

## **Element N: Dispute Resolution**

District staff and charter school staff will try to resolve issues at the lowest level based on information from knowledgeable sources, including the California Department of Education (CDE), the Charter Schools Development Center (CSDC), and the California Charter Schools Association (CCSA).

In the event of a dispute between the school and the District, the staff and Governance Team members of the school agree to first frame the issue in written format and refer the issue to the Superintendent of the District (or his/her designee) and the Principals of the school. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principals and the Superintendent (or designee) shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall appoint two representatives who shall jointly meet with the Superintendent (or designee) and the Principals and attempt to resolve the dispute.

## **Element O: Labor Relations**

The charter school will not be the exclusive public school employer of the staff. All members of the charter school staff are employed by the SCUSD.. They are currently represented by the SCTA, SEIU, UPE, or Teamsters. The respective collective bargaining agreements will be followed.

## **Element P: School Closure**

If the Bowling Green Charter ceases operation, and the SCUSD board determines that there is no successor charter school which can carry out the mission of the school, then the district shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the County Office of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school .

"Restricted Government Grant" means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

Any net assets remaining after all debts and liabilities of the school (i) have been paid to the extent of the school's assets, or (ii) have been adequately provided for, shall be distributed to SCUSD.

In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Bowling Green Charter and SCUSD

## Information Required by Education Code Section 47605 (g)

### Financial Statements and Plans

(See Financial Statements and Plans for supporting documents)

#### Location

Following the prescribed guidelines, the charter school requested the facilities commonly known as Bowling Green Elementary, located at 4211 Turnbridge Drive and the facility commonly known as the Bowling Green Chacon, located at 6807 Franklin Blvd. These are the current locations of the charter school. The McCoy SLC will be housed at the Turnbridge facility and the Chacon will be housed at the Franklin Blvd. facility.

There are three Physically and Health Impaired (PHI) special day classrooms located in the district's Center for Physically and Health Impaired. Students from throughout the district attend classes at the PHI Center. In an agreement between the district and Sacramento County, the center is home to a medical therapy unit staffed by occupational therapists and physical therapists from California Children's Services. They are county employees.

#### Charge for using the facilities

The charter school will pay the pro rata share described by Education Code Section 47614.

The district will provide a facility in good working order. The charter will utilize the district process for submitting work orders to maintain the facility.

#### Oversight Costs

Education Code Section 47613 will be followed in calculating what the charter school pays the district for actual supervisory oversight. The district will submit to the charter school principals a bill for oversight activities.

The district will not include either student activity funds or donations or foundation/ corporation grants to the school in the calculation of the oversight fee. The charter school, for example, receives a generous annual donation from the Rotary Club in support of the PHI program.

#### Special Education

(Process for notifying the district of Special Education students is included in Element A under IDEIA)

The district will continue paying for Special Education staff salaries and benefits, materials, and the supplies necessary to operate the Physically and Health Impaired (PHI) program and the RSP program now established at Bowling Green. The PHI program is a district-wide program that includes students from throughout SCUSD. Special Education funds generated by students attending classes in the PHI Center or RSP program will go to the district rather than the charter school.

The charter school will pay its fair share of the encroachment created by district Special Education students.

#### Administrative/Business Services

The charter school may buy administrative services from the district at the per enrollment rate described in the district's fee schedule. By mid-year, the district will provide the charter school with a description of the services that the school will receive in return for the fee.

If the Charter School has a projected cash short fall, and if the Charter is unable to receive TRANS funding directly, then the district will include the charter school in the District's own application for TRANS funding. The

charter school agrees to repay the district the TRANS amount designated to it, in addition to interest calculated at Sacramento County Tax and Revenue Anticipation Notes (TRANS) rate at the time of the funding.

If the cost of using the district's administrative/business services becomes too expensive or if the charter school is not satisfied with the service, the charter school may use another source for its business services – e.g., a county office of education or a joint powers authority, or outside provider. The charter school will notify the district by April 1 if it intends to use another source for the next fiscal year.

#### **Nutritional Services**

The charter school may use the district's Nutritional Services. The charter school may also choose another source for its food services and independently seek reimbursement from the federal government's free and reduced lunch program. The charter school will notify the district by April 1 if it intends to use another source for the next fiscal year.

#### **Other District Services**

The charter school may purchase other district services at the price listed on the district's most current "Fee Schedule for Services to Charter Schools." These services include, for example, instructional support services and police services. The district will provide the charter school with a description of the services that the school chooses to buy.

#### **Paying for the Services**

Currently, the charter school entitlement general purpose grant and the charter schools categorical block grant are the major source of state funding that flow through the Sacramento County Office of Education to the SCUSD for the charter school to use. Other state funds include, and are not limited to: Class Size Reduction (CSR), in-lieu Economic Impact Aid (EIA), Instructional Materials Fund Realignment Program, Medi-Cal Billing Option, Summer School/Hourly Programs, Mandated Cost Reimbursements for responding to informational requests about the charter school law and for mandates imposed on charter schools, English Language Acquisition Program (ELAP), Public School Library Act, and Lottery. Federal funds include, and are not limited to: Title I, Title III, and e-rate reimbursement for telecommunications. Private funds are generally donations and include gifts to support students.

As a dependent charter, Bowling Green is included in the district's applications for state and federal categorical funding. The Charter School shall receive allocations in a manner consistent with other District Schools.

## **Duration of the Charter**

The Bowling Green charter will operate between July 1, 2013 and June 30, 2018.

## **Amending the Charter**

The procedures outlined in the Charter Schools Act for submitting a new charter petition to the Board of Education will be used to make amendments to the charter. Amendments will be attached to the existing charter in sequence of their approval by the Board of Education and numbered as Amendment 1, Amendment 2, etc.

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the SCUSD board of trustees and the Bowling Green Educational Center. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605;

provided however that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.