

KAWANA CHARTER SCHOOL

A California Public Charter School

CHARTER SCHOOL PETITION

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INTRODUCTION

Kawana Elementary, one of four schools in the Bellevue District, is located in southeast Santa Rosa and serves about 388 K-6 students. Kawana students are some of the most culturally, economically, and linguistically diverse in Sonoma County. Sixty-six percent of the 388 students served are designated as English Learners (“EL”). Ninety-six percent of the students were identified as eligible for free/reduced lunch. The primary language of most EL students is Spanish. The EL population also includes small numbers of speakers of many Asian and African languages.

Kawana has a vision of continued excellence in meeting the needs of the students it serves academically, emotionally, socially, and physically in a very positive and safe school environment. There is a firm belief by the administrator and staff that all students can learn and that it is the schools responsibility to ensure educational success for all students.

This charter allows us to have increased flexibility in exchange for heightened accountability to meet the goals set forth by the legislature in Education Code Section 47601.



AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Jesse Escobedo, hereby certify that the information submitted in this petition for a California public charter school to be named Kawana Academy of Arts and Sciences (“KAAS” or the “Charter School”), and to be located within the boundaries of the Bellevue Union Elementary School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The District shall be deemed the exclusive public school employer of the employees of Kawana Academy of Arts and Sciences for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with

an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, 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 noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

Jesse Escobedo, Lead Petitioner

Date

ELEMENT 1: EDUCATIONAL PROGRAM

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

A. Whom the School is Attempting to Educate

The Kawana Academy of Arts and Sciences is designed to prepare students for the skills and aptitudes they will need as young adults in the 21st century as they enter an increasingly information-rich, technological and global community. The Charter School will provide an academically rigorous, standards-based curriculum that emphasizes inquiry-based thematic instruction. Thinking Maps, English language instruction and the use of multiple intelligences across all curricular areas, including the arts, will be key components of the academic program.

The Charter School will also focus on building a multicultural while emphasizing family involvement. Students will have access to and use technology while learning to work independently and collaboratively. A goal of the Charter School is to instill a love of learning during the elementary grades so that all students will have the opportunity to succeed academically and attend college.

Population Served

KAAS will serve students in grades Kindergarten through sixth grade in our first operating year, 2012-2013, but will subsequently add the seventh grade and ultimately serve Kindergarten through eighth grade students. The following is a chart showing the demographics of students currently attending Kawana Elementary School. As a conversion charter school, it is likely KAAS will continue to maintain demographics that are reflective of the attendance area of Kawana Elementary School pre-conversion.

American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Enroll.
.77%	.77%	0	0	77.32%	3.87%	13.4%	3.87%	388

B. Educational Philosophy and Mission

The goal of the Kawana Academy of Arts and Sciences is to enable students to become self-motivated, competent, life-long learners.

Motto: We Care, We Dare, We Share: We Learn

Vision: The children are our future. We are dedicated to their success.

Mission: Centered around students, directed by teachers and supported by home and community our academy is built on the premise of a shared partnership. Together we:

- **Foster** global, independent, creative thinkers who feel confident in themselves, are willing to take risks and to work cooperatively with others.
- **Create** and sustain a learning environment that is engaging and challenging that sparks the imagination, ignites a love for learning and encourages each individual to acquire knowledge and reach their highest potential.
- **Strive** to enable our students to become self-motivated, competent critical problem solvers, and life-long learners.
- **Cultivate** a deep appreciation of diversity and provide a rigorous, standards based curriculum based on foundational knowledge, skills and attitudes our students will need to successfully meet the demands of a multi-cultural society in the 21st century.

An Educated Person of the 21st Century

Students from the Kawana Academy of Arts and Sciences are independent, self-motivated, creative thinkers and problem solvers who are fully prepared with foundational skills, knowledge and attitudes to successfully meet the demands of a multi-cultural society in the 21st century.

The Charter School identified the attributes of an educated person in the 21st century as one who is:

- **Literate:** possessing the foundational skills in reading, writing, mathematics, science, social studies, the arts and technology.
- **A communicator:** asks probing questions, searches for answers, and is able to confidently and effectively communicate both orally and in writing, justifies thinking using evidence and serves as a bridge between cultures.
- **A thinker:** thinks critically, creatively, analytically and logically with the ability to initiate problem solving strategies, critically access and use data, understands the scientific process and is able to gather and organize information.
- **Responsible:** takes responsibility for his/her own actions, the environment is productive, self-reliant, and works cooperatively with others.
- **Respectful:** honors other individuals, appreciates diversity and is respectful of each person's uniqueness.
- **A contributor:** contributes to the school and community in an active respectful manner and possesses the skills to be successful in careers and civic life.

We believe:

- All children can learn; there are no excuses for low performance.
- It is vital to focus on "What is best for kids"

- It is important that everyone including students, parents, community, business, teachers, administrators and support staff share the Charter School's mission and vision.
- Students are acknowledged for their strengths and their perseverance.
- All students have talents and can achieve high levels of academic success.
- Students develop a love of learning when learning is project and inquiry based; active and hands-on; organized into themes; rigorous but attainable with support; includes problem solving, the scientific method and creative/critical thinking strategies; and addresses multiple intelligences.
- Students are encouraged to try new ideas and different approaches to problem solving.
- All students are developing an advanced level of English proficiency.
- The ability for students to generate ideas, to bring ideas to life and to communicate them is critical for later success.
- Students work as a member of a team and a community.
- Students participate in a full curriculum that includes the visual and performing arts, and physical education
- Instructional decisions made about students and/or the Charter School are evidence based.
- Assessing student understanding through an evidenced-based approach is key to good instruction.
- Parents and/or family members contribute to their child's education through volunteering and attending school activities.
- The Charter School seeks solutions for the academic or social difficulties encountered by students.
- The school and the community benefit when the community is actively and visibly involved.

How Learning Best Occurs

- All students can achieve high levels of academic success because the school is organized for student success. Student success will be ensured by clearly articulating performance standards, holding high expectations with support and recognition for progress, providing high quality instruction, organizing curriculum to engage students' interests, providing targeted and small group instruction when a student is not progressing, and allowing students the flexibility to work from their strengths.
- Students need to see themselves as capable learners. They become capable learners because there is an expectation that each person has unique talents and learning strengths and teachers help students to identify their individual talents and strengths. This sense of capability is fostered because students have opportunities to develop their talents and to demonstrate what they know using their strengths and knowledge.
- Students have increased motivation to learn academic standards as these standards are organized into themes that frequently integrate technology in more than one of the following content areas: English, math, science, social studies, arts, physical education, and health/fitness education. All of these content areas are included in the Charter School's curriculum. Standards are delivered through instructional strategies that include project-based learning; critical thinking, problem solving, the scientific method and the

creative process; active and hands-on learning; a range of modalities; and through explicit connections made between the curriculum and real world application.

- Students become independent learners when they are given gradually increasing responsibility for their own learning.
- English Learners gain proficiency in English through frequent oral practice and through daily systematic instruction in English language development.
- Students learn to work as a member of a team and a community through instruction on how to work together respectfully. Students practice working in groups where each is individually accountable for a portion of a team project.
- Students benefit from being included in an educational community. This community is formed by the extensive parent and/or family involvement in the school. The educational community is strengthened because community members are also involved in the school. The increased number of adults provides more opportunities for students to receive individualized and small group attention.
- Students gain an awareness and appreciation of other cultures through interaction. This process begins in the classroom through sharing of cultures and traditions of students and their families. Through technology, this interaction is further expanded as students see and meet students from other countries and cultures.
- Students learn more deeply when they explore and develop interests through independent projects that they work on at home and/or with adults at school and then present to their classmates.
- Students learn to use technology through regular practice and instruction that includes how to critically evaluate information and sources. This instruction is age appropriate.
- Students learn more as there are frequent opportunities for movement. The schedule and instruction will provide time for regular physical education as well as movement activities integrated throughout the Charter School day.
- The integration of technology and the creative arts enhances learning in core content areas by providing engaging practice while promoting appreciation of the arts and attainment of technology skills.

C. Instructional Design

The Kawana Academy of Arts and Sciences offers all students a standards-based education with an emphasis on the new common core standards providing the necessary foundations for all learning experiences. The instructional structure will be flexible so that the program planned can meet the needs of each and every student. The instructional program will provide for differentiation, flexible grouping, continuous progress, intellectual peer interaction and continuity. The Charter School provides a rigorous academic program that is articulated across the grade levels, promotes proficiency in the common core standards, and offers a balanced curriculum including the arts and technology.

The Kawana Academy of Arts and Sciences will provide a curriculum that will allow students the opportunity to:

- Learn to read and write with academic proficiency;

- Demonstrate skills that meet their grade level standards;
- Use technology to enhance the learning process;
- Practice decision-making and problem solving skills;
- Develop the ability to appreciate cultural diversity in the world;
- Participate in a variety of academic and social experiences that promote understanding of culture, literature and the arts;
- Demonstrate their understanding of interdisciplinary concepts and ability to use inquiry based strategies to expand understanding of subject matter;
- Organizes learning of rigorous and systematic academic skills and the new State Common Core Standards through a thematic curriculum that includes enrichment;
- Delivers instruction to address multiple intelligences and recognizes differences in learning to promote student confidence in their unique strengths;
- Ensures that all students are presented a mathematics program that is a balanced combination of procedure and understanding;
- Ensure that all students have foundational skills necessary for algebra when they leave sixth grade;
- Teaches visual and performing arts as an integral part of the curriculum;
- Teaches physical health, nutrition and outdoor learning;
- Teaches communication and presentation skills in developmentally appropriate ways;
- Uses current technology as a teaching and learning tool;
- Delivers content through thematic instruction and inquiry-based learning in an active hands-on setting;
- Uses strategies such as problem-solving, the scientific method and the creative process;
- Teaches how to critically evaluate information and sources; and
- Provides structured opportunities for students to work independently and collaboratively.

It is our belief that students learn best when a systematic curriculum is implemented in a consistent and dedicated manner to students in grades kindergarten through sixth grade. This is accomplished when the following strategies are implemented by all teachers in all classrooms throughout the Charter School:

Thinking Maps

Thinking Maps are visual teaching tools that foster and encourage critical thinking. The eight maps are based on fundamental cognitive skills such as comparing and contrasting, sequencing, classifying, and cause-effect reasoning. Thinking Maps are used by students for constructing knowledge: for improving the basics of reading, writing, and mathematics as well as for problem-solving and the development of higher-order thinking skills. The Charter School staff believes that the benefits of Thinking Maps include:

- Students learn more effectively and more efficiently
- Objectives are covered in less time with greater retention
- Thought processes are represented similarly throughout the curricula
- Schools also promote integrated thinking and interdisciplinary learning.
- Student performance is monitored accurately over time
- Students gain effective tools to use across their academic and working careers
- Students develop lifelong thinking tools.

Visual Thinking Strategies (“VTS”)

VTS is used by kindergarten through sixth grade teachers. VTS is a curriculum and a method that is used to develop critical thinking skills through the arts.

VTS:

- Asks educators to facilitate learner-centered discussions of visual art
- Engages learners in a rigorous process of examination and making of meaning through visual art
- Measurably increases observation skills, evidential reasoning, and speculative abilities
- Uses eager, thoughtful participation to nurture verbal language skills and writing assignments to assist transfer from oral to written ability
- Promotes growth in all students, from challenged and English language learners to high achievers
- Creates connections to art and strengthens the role of museums as a valuable resource in students' lives

ELLA

English Learner and Language Arts (“ELLA”) is a set of classroom strategies designed to improve student engagement, understanding of learning objectives, and key academic vocabulary. Charter School teachers have received training and coaching from WestEd staff in the planning and implementation of each strategy. This has given district teachers a set of common goals, standards, and practices across all schools, and allows the district the opportunity to support faculty and staff in implementing a consistent set of strategies common for all English learners.

Write from the Beginning

Write...from the Beginning is a developmental writing program used across grade levels that focuses on those skills necessary for students to become successful writers. The program includes narrative and expository writing and builds on the *Thinking Maps* program. Students view modeled lessons and learn specific writing skills during focused mini-lessons. Progress in writing is assessed using common grade level rubrics. It provides the Charter School with a common, targeted focus, school-wide accountability and allows all students to develop and become successful writers.

Safe Routes to School

This internationally recognized program that combines education, engineering, enforcement, evaluation and the encouragement of physical activity. Students and parents participate in organizing walking groups to and from school, bicycle safety seminars and rodeos. Pedestrian safety has expanded to the promotion of healthy nutrition and regular exercise. The program has also sponsored the *Green Club* promoting healthy physical activity, ecology, and recycling. The Kawana Academy of Arts and Sciences will bridge the gap between school and families by engaging the home in the education of students by giving them meaningful, productive roles.

School/Home Communication

The Kawana Academy of Arts and Sciences will communicate with families in English and Spanish about student progress, the academic and social programs, thus, enhancing the opportunities to support the learning at school and at home.

The Kawana Academy of Arts and Sciences will be a partner in helping students become good citizens, promoting shared social values or responsibility, honesty, kindness, respect for others and self, positive cultural identity.

Project-Based Learning (“PBL”)

Project-Based Learning is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an inquiry process structured around complex, authentic questions and carefully designed products. It is an instructional approach that is built upon authentic learning activities engaging student interest and motivation. The activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

Project Based Learning is synonymous with acquiring in depth learning. A well-designed project enables students to encounter and struggle with central concepts and principles. It teaches students 21st century skills. These skills include communication and presentation, organization and time management, research and inquiry, self-assessment and reflection and group participation and leadership. PBL is generally done by groups of students working together toward a common goal. Assessment is performance based and takes into account the quality of the product, the depth of understanding, and the contributions made to the ongoing process of project realization. PBL allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

Thematic Instruction

Thematic Instruction: The staff at the Kawana Academy of Arts and Sciences believes that thematic instruction will be a powerful tool for integrating the curriculum across disciplines including reading, social studies, science, math and the arts. It will involve a great deal of collaboration among staff and agreements around common themes.

Thematic instruction is based on the idea that people acquire knowledge best when learning in the context of a coherent program and when they can connect what they are learning to the real world. Thematic instruction usually occurs within an entire grade level of students. Teachers work together as a team to design curriculum, instructional methods, and assessment around a preselected theme. Typical steps include: designing the integrated curriculum, designing the instruction and encouraging presentation and celebration.

Technology Standards

Specific technology skills will be addressed at each grade level as outlined in the district technology plan. Technology will also be integrated across the curriculum at each grade level. Students will leave the Charter School able to function successfully in the 21st century academic world

D. Students with Special Needs

The Kawana Academy of Arts and Sciences shall comply 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 in Education Improvement Act (“IDEIA”).

The Charter School and the Bellevue School District will work in cooperation with all local education agencies (LEA’s) and special education local plan areas (SELPA’s) to ensure that a free and appropriate education in the least restrictive environment is provided to all students with exceptional needs. The Charter School intends to function as a “public school of the local education agency that granted the Charter” for the purpose of providing special education and related services pursuant to Education Code Section 47641(b). The Charter School will have special education services available from the District that are equivalent to district schools.

The facilities to be utilized by the Kawana Academy of Arts and Sciences shall be accessible for all students with disabilities. The Kawana Academy of Arts and Sciences will not discriminate against any student based upon disability.

The Kawana Academy of Arts and Sciences 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 Kawana Academy of Arts and Sciences. 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 Kawana Academy of Arts and Sciences. The Charter School shall comply with all applicable policies and procedures of the District related to identification, assessing, and serving students in accordance with Section 504 of the Rehabilitation Act.

Students will be identified for Special Education using procedures currently in place. These procedures include:

- Extensive use of classroom modifications by the teacher

- A referral from the classroom teacher to the Student Study Team
- The Student Study Team recommendation for the child to be assessed.

The results of the testing are then presented in a follow-up meeting with the parents. If the student qualifies for Special Education, an IEP is created and sets individualized learning goals and objectives. IEP meetings are held annually to report student progress and adjust goals.

E. Academically Low Achieving Students

Bellevue District is exploring Response to Intervention “as a model for providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.” Kawana Academy of Arts and Sciences will participate in discussions and training in this model in an effort to better serve academically low-achieving students.

F. Academically High Achieving Students

Project-based studies and projects in real settings allow all students to be successful at their own level of academic development. Furthermore, differentiated instruction allows high achieving students to extend their learning through more complex adaptations of assignments and projects. As students move through the grades, projects become more sophisticated and challenging and often require inquiry outside the school. Kawana Academy of Arts and Sciences seeks to provide enrichment activities or electives that recognize and challenge the gifts and talents of all students.

G. English Learners

The Kawana Academy of Arts and Sciences is committed to providing a high-quality and effective program for English Learners in accordance with federal and state laws as they pertain to providing equal educational opportunities for English Learners, sound educational policies, and research in methodologies for language learners.

The Kawana Academy of Arts and Sciences registration forms will request information regarding the language spoken at home. Students from homes where a language other than English is spoken will be evaluated to determine their level of proficiency in English, using the California English Language Development Test (“CELDT”). This will take place within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st, until re-designated as Fluent English Proficient. If student primary language is Spanish, they will be assessed using the LAS as well.

To meet the needs of English Learners, students will be grouped for English language development by instructional level based on CELDT and/or QIA scores for 30 minutes daily.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

During this time, there will be an emphasis on speaking using correct forms and functions at the lower levels and on speaking, reading and writing with correct usage at the upper levels.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Plan for English Learners

The primary goal we have set for our ELs is to develop fluency in English rapidly and effectively, yielding academic success as measured by our District content and performance standards. To achieve this goal we recognize the need for an interdependent and persistent effort on the part of our school community including our students, their families, and our staff. It is in this framework of mutual respect and responsibility that we envision not only the academic success of our ELs, but their ability and desire to contribute to the well-being of the communities where they come to live as adults.

We believe the linguistic and cultural backgrounds of our ELs are valuable, not only as tenets of prior knowledge from which to hinge new learning, but also to embrace. “Students who feel their culture and identity validated are much more likely to engage with literacy than those who perceive their culture and identity are ignored or devalued.” (Cummins, August 2008) Closing the achievement gap between our language majority and language minority students requires the professionalism to teach our ELs explicit skills to compensate for weaker areas as well as strategies to access and capitalize on their personal strengths.

We acknowledge that the parents and families of our ELs are truly their first and most constant teachers. We are committed to the inclusion of the family in the formal education of their children. Parents are welcomed and encouraged to participate regularly at school and in the home to support their children’s learning program. Parents are informed about academic expectancies and notified in English and Spanish through written and electronic communication of our on-going parent meetings, school events, and community resources which thrive on their participation. A concerted effort is made to offer Spanish interpreters at meetings and conferences. We rely on the participation and input of parents and families to continually improve services for our ELs.

The Structured English Immersion Program of the Kawana Academy of Arts and Sciences is a model which provides direct instruction in English Language Development (“ELD”), Sheltered Instructional Methodology in academic subjects, and limited support in the primary language (Spanish) for clarification purposes. All teachers hold language and academic development certificates or the equivalent. The Charter School staff provides consistent ELD to all English Learners through targeted instruction appropriate to each proficiency level. Beginning level ELs receive additional support through pull-out and/or push-in ELD services provided by our ELD teacher and/or assistant. Our teachers and administrators are committed to on-going staff development, building our repertoire of engaging and scaffolded instructional strategies designed to explicitly teach academic English and meet the linguistic needs of our ELs.

Definition of Reclassification

Reclassification is the process through which students who have been identified as English Learners are reclassified to “Fluent English Proficient” (R-FEP). This occurs when they have demonstrated they are able to compete effectively with English-speaking peers in mainstream classes.

Criteria for Reclassification

A student may be reclassified from EL to FEP when it can be established that the student has English language skills in comprehension, speaking, reading, and writing comparable to those students of the same age or grade whose primary language is English. The student should have the skills necessary to succeed in an English-Only situation.

Reclassification Eligibility

1. Third through sixth graders can be reclassified
2. An overall CELDT minimum score of Early Advanced
3. Individual CELDT minimum sub-scores of Intermediate
4. CST ELA minimum score of Proficient
5. CST Math minimum score of Mid-Basic
6. District Grade Level Standards are met
7. A District Writing Prompt minimum score equivalent to Proficient
8. Oral language comparable to an English Only Student on the QIA
9. Parental consent

Reclassification Timeline

The following annual timeline provides an overview of the process to monitor EL students for possible readiness for reclassification. This data is collected using the EL Monitoring/Progress Report form:

1. By September 15: CST results are updated for each EL student.
2. By December 30: CELDT results are updated for each EL student.
3. By December 30: Classroom performance levels are updated for each EL student.
4. By January 15: Principal finalizes the names of EL students to be considered for reclassification and schedules SST meetings.
5. By March 1: SST reclassification meetings are held and the resulting changes are made in the Student Information System (“SIS”).

Procedure for Reclassification

1. The reclassification review process begins when either (a) or (b) occurs:
 - a. As a result of the annual review of EL student progress
 - b. A need for reclassification review is recommended by the teacher, parent, or administrator.
2. Upon notification that a reclassification study is needed, the principal or designee:
 - a. Sets a date for a meeting with the SST, including EL support personnel
 - b. Notifies parent of meeting using Parent Reclassification Letter and makes further contact as necessary to ensure parent participation.

- c. Assures that the student assessment data covering the standards is up to date and available for review at the SST meeting.
3. Change the student's SIS profile to R-FEP, using the date the parent signed the form.

Responsibility for Reclassification: The principal is responsible for ensuring the procedures are followed as outlined. Principals may delegate certain activities at their discretion.



ELEMENT 2: MEASURABLE PUPIL OUTCOMES

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

AND

ELEMENT 3: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

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

The Kawana Academy of Arts and Sciences shall pursue the following measurable pupil outcomes as measured against the following Methods of Measurement:

The Kawana Academy of Arts and Sciences believes that assessment is an important part of the learning process. It allows the teachers and students to better understand the purpose of their learning and any areas of need that may arise as children move through their educational journey. With this in mind, the Kawana Academy of Arts and Sciences also holds the belief that there are various ways to assess a child’s abilities and educational needs. Therefore, the Kawana Academy of Arts and Sciences will participate in a variety of methods for assessing students’ learning. (Methods marked with an * are subject to teacher’s discretion).

Measurable Pupil Outcomes	Methods of Measurement
Appropriate placement of students in all academic subjects	Beginning of the Year placement tests for all students.
Proficiency in the State Standards for Reading and Math: grades 2-6	STAR test
Proficiency in State Standards in Science: 5 th grade	STAR test
Continual English Language development growth	CELDT, QIA, writing samples, teacher observations
Grade level writing proficiency, scored holistically and discussed school wide	Tri-annual district benchmark test (1 st , 2 nd , and 3 rd Trimesters)
Grade level reading assessments to assess whether students have reached expected benchmark skills	Tri-annual district benchmark tests. (1 st and 2 nd trimester)
Grade level math assessments to assess whether students have reached expected benchmark skills	District benchmark tests (1 st and 2 nd trimester) every eight weeks.
Assessment of home language other than English	LAS for Spanish speakers

Demonstration of students' progress in all subject areas	Parent-teacher conferences, progress reports, formative assessments, report cards
Demonstration of an ability to problem solve and collaborate with peers, school community, and teachers	Integrated project-based activities, school projects, performances
Demonstration of an ability to work as part of the larger school community.	Peer buddies, participation in sustainable learning activities and projects, community service projects
Developed working knowledge of all subject areas and application to real life situations	Integrated project-based activities
Grade appropriate proficiency in oral language use	Presentations, school performances, class discussions, peer collaborations
Demonstration of an appreciation for self-expression through a variety of visual and performing arts, media, and techniques	Presentations, school performances, classroom projects, peer collaborations
Base-line data in reading, writing, and math	Diagnostic tests in these subject areas
Demonstration of healthy living including nutrition and physical education	5 th grade Physical Education
Meeting API growth targets annually	STAR test
Meeting AYP goals annually	STAR test

The Kawana Academy of Arts and Sciences will also comply with District Board Policies and provide an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in the table above, and in the Single Plan for Student Achievement
- Results of benchmark assessments as reported to the Board.
- Data on the level of parent involvement in the District's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey
- Data regarding the number of staff working in the Kawana Academy of Arts and Sciences and their qualifications.

The Charter School plans to use Edusoft as a data system for gathering and analyzing student data. The Charter School plans to use Aries as the student information system to track attendance and demographic information.

ELEMENT 4: GOVERNANCE STRUCTURE OF THE SCHOOL

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

A. Governing Board and Advisory Council

The Charter School will be non-sectarian in its programs, policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School shall be governed by the District Board of Education.

The Charter School will comply with all applicable federal, state, and local laws that are applicable to public charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, automotive liability, errors and omissions, officers and directors, property, workers compensation, and unemployment insurance policies, in amounts commensurate with the recommendations of the District’s insurance for a school of similar type, size and location.

Governance Council

The Charter School shall utilize a Governance Council (“GC”) which shall have the following duties:

- Analyze and evaluate academic achievement of all students in the Charter School; recommend revisions of the Single Plan for Student Achievement at the Charter School to raise student achievement and progress toward meeting the goals of the charter.
- Approve budget and budget expenditures in accordance with all state and federal laws and regulations and the approved charter.
- Approve contracts for services for the Charter School.
- Encourage a broad representation of parents, community members, teachers and students (if appropriate) including all socioeconomic, ethnic, and programmatic groups represented by the Charter School in leadership roles and in the activities of the Governance Council.
- Approve curriculum annually.
- Approve the school calendar annually.
- Develop and approve professional development plan annually.
- Annually review student disciplinary policies and procedures and enact changes as necessary.
- Assign two GC members to District committee for personnel decisions (including but not limited to hiring, placement, and evaluation) regarding employees at Kawana Academy of Arts and Sciences.
- All other duties spelled out in the Governance Council Bylaws and/or the charter.

The GC will be elected or appointed independently of the District, and will include less than a majority of current employees of KAAS or appointees by the District. All actions of the GC shall meet the following guidelines:

- Must be legal and align with the Kawana Academy of Arts and Sciences' Charter.
- Must be within the approved budget and/or allow the Charter School to remain fiscally viable.
- Must be ethical and based upon reasonable inquiry.
- Must be free from conflict or interest.
- Must be reasonably calculated to meet the goals and outcomes established in the Charter.

The District Board may issue a notice to cure in accordance with Education Code Section 47607 where a majority of the District Board finds that action of the Charter School did not follow one or more of the guidelines established above.

Federal requirements concerning student records will be maintained.

All Governance Council meetings operate according to the requirements of the Brown Act.

Bellevue Union Elementary District Governing Board

All duties and operations regarding the Charter School shall be considered a duty of the District Board unless otherwise delegated by the Board to the Governance Council or other committee as allowed by this charter. These duties include but are not limited to:

- Development and adoption of policies and procedures related to the Charter School.
- Ratification of the Charter School budget following approval by the GC
- Management of Charter School personnel including, but not limited to evaluation, discipline, hiring, collective bargaining and grievances
- All special education services
- Provision and management of Charter School facilities
- Transportation of Charter School students
- Food services for Charter School students
- Maintenance and operations for the Charter School
- The District Board may delegate its authority to any advisory committees as needed
- The District shall have supervisory oversight of the Charter School. Such duties may include, but are not necessarily limited to, review and renewal of the charter, review and approval of material revisions to the charter, revocation, review of annual audits and STRS/PERS reporting.
- The District shall manage all day-to-day administration of the Charter School through the Superintendent and the Charter School Principal.

B. Parental Involvement

An essential tenet of the philosophy of the Charter School is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Research shows that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. Excellence in the Charter School can be better accomplished and maintained if parents/guardians are involved. It is our belief that the more parents are involved in their child's education, the better their child/children will perform in school. The best way for parents to be involved in their child's education is to talk to their child/children each day about what they learned at school, assist with and/or oversee homework time, and volunteer at their school. We encourage parents to volunteer at least once a month at our school. This can include, but is not limited to:

- Assisting in the classroom
- Plan and coordinate events
- Actively participate in the PTA
- Serve on the School Site Council, the English Learner Advisory Committee and/ or attend Title I parent meeting
- Accompany students on field trips
- Provide translation services at meetings or translate written documents
- Help maintain the garden and surrounding environment
- Tutor your child or other children
- Assist with classroom clerical tasks
- Complete projects for teachers at home if transportation is a problem or time is limited
- Become a partner with the school in the education of each child by attending family education workshops and family nights

By volunteering, parents will gain a better understanding of how their child's classroom functions and better communication between teacher and parent can take place. Parent-teacher communication is encouraged by attendance of parent-teacher conferences, through regular progress reports, and written communication including school newsletter. Parents are also encouraged to attend Back to School Night, Family Literacy Night, Math Nights, or other Family Nights, student performances and Open House.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Employees of the Kawana Academy of Arts and Sciences will remain District employees and thus any movement between the Kawana Academy of Arts and Sciences and the District is subject to the applicable collective bargaining agreements of the District.

The Kawana Academy of Arts and Sciences will not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Kawana Academy of Arts and Sciences will be nonsectarian in its programs, admission policies, employment practices, and all other operations. Neither the Kawana Academy of Arts and Sciences nor the District will require any employee to work at the Kawana Academy of Arts and Sciences.

A. Background Checks and Tuberculosis Testing

The Kawana Academy of Arts and Sciences will adhere to Education Code Section 44237 and 49406 regarding fingerprinting, background clearance, and tuberculosis testing of employees prior to employment.

B. Teacher Qualifications

Teachers will meet all requirements for credentialing and background as required by NCLB and California Education Code Section 47605(l). Accordingly, the Kawana Academy of Arts and Sciences teachers shall hold a California Commission on Teacher Credentialing certificate, permit, or other documentation equivalent to what a teacher in other public schools would be required to hold. Furthermore, in accordance with the provisions of the No Child Left Behind Act, teachers will meet applicable highly qualified criteria in core courses. New teachers, who are new to the profession, receive BTSA and other support to ensure they will earn this status within two years.

Appropriate records, and supporting documentation, of credentials held by the Kawana Academy of Arts and Sciences teachers will be monitored and maintained by the District.

Principal Qualifications

The Charter School Principal serves as the educational leader of the Charter School. The Principal shall be responsible for direction of the instructional program, evaluation of staff, operation of the school facility, participation in school activities, community leadership, collaboration with staff as well as other relevant duties assigned.

The Principal of KAAS shall have taught for a minimum of five years in a California public school; must possess a valid California Teaching Credential (preference given to a K-12 Multiple Subject Credential); must possess a valid California Administrative Services Credential; and shall have earned a Master of Arts/Science in a field related to education or administration.

Human Resources

The following guidelines are in addition to the Human Resources Policy and Procedures of the Bellevue District.

It is the intent of the District to continue to employ all current certificated and classified employees, subject to the effects of declining enrollment and/or reduction in funding.

All employees of the District who work at Kawana Elementary School, prior to the establishment of the charter, will be offered the opportunity to work in the Kawana Academy of Arts and Sciences with no loss of pay, benefits or employment status. Once the charter gets approved by the Bellevue District Board of Trustees, that employee shall continue to be deemed to be a District employee with seniority, sick leave, and other rights and privileges intact.

Existing employee bargaining units, agreements, contracts and policies relating to District personnel will continue to be in effect. Prior to hiring, all new employees will be informed of the charter status of the Charter School. If the Charter is revoked or the Charter School is otherwise closed, all employees will revert to their status as employees of the Bellevue School District.

Certificated personnel shall be members of the certificated bargaining unit, and shall be covered by the Collective Bargaining Agreement between Bellevue Education Association and the Bellevue Union Elementary District. Certificated personnel shall also be covered by all existing provisions in the Education Code pertaining to working conditions of certificated public school employees including tenure and dismissal. In addition, as members of the certificated bargaining unit, Government Code 3540 *et seq.* will apply. Certificated staff assignments outside credential authorization will be based on mutual agreement between the administration and the certificated staff member. The current collective bargaining agreement and past practices regarding certificated staff assignments in regard to request and seniority will be maintained.

Preferences in hiring of certificated staff will be for candidates who are familiar with and supportive of the philosophy and practices described in this charter document. This includes being committed to being a collaborative member of the school community in areas of curriculum, sustainability, and the environment.

Teachers, under the leadership of the principal at the Charter School, will be responsible for the development of the educational program, creation and evaluation of assessment practices, analysis of student work, and regular reporting of student progress to parents.

In addition to credentialed teachers, the Charter School may employ specialists to provide instruction in areas of expertise that complement and extend the education program. These specialists will work under the direction of certificated employees. Specialists will be hired for

these expert positions that possess knowledge of the charter. Curriculum will be developed with the goals of this charter in mind.

Classified staff who work with students will possess a willingness to support the mission of the Kawana Academy of Arts and Sciences and follow practices of positive discipline and problem solving methods. Classified staff will work closely with teachers and students to ensure that the goal of educating every student is the daily focus. Classified staff will also be provided opportunities of staff development that will develop their knowledge in positive discipline and Building Positive Support Behavior in Schools (“BEST”) practices. The administration will also recognize state laws of permanency for existing classified staff. The District further recognizes CSEA as the exclusive representative of the classified staff of the Kawana Academy of Arts and Sciences. Successor agreements between CSEA and the District shall be bargained as provided in the Education Employment Relations Act. Current union representation and contracts will carry over for the employees of the charter.

When a principal needs to be employed, Kawana Academy staff may provide input into the criteria for this position that will meet specific needs and requirements of the Kawana Academy of Arts and Sciences. Hiring will follow district requirements and hiring protocols.

Staff Development

The Kawana Academy of Arts and Sciences recognizes the importance of staff to be trained and educated in the philosophies and programs that supports the values and mission of this charter. In order to support staff in providing the charter students with the best education possible Kawana Academy of Arts and Sciences will provide staff development to staff members as identified by staff.



ELEMENT 6: PUPIL AND STAFF HEALTH & SAFETY

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

The Kawana Academy of Arts and Sciences, as a conversion charter school, will continue to implement district policies and procedures required to ensure the health and safety of all students and staff. The budget includes payment of an indirect costs fee to participate in the district RESIG program, and for the maintenance and security of the facility. Employees participate in a district sponsored workplace health and safety education program on topics such as blood borne pathogens, earthquake safety, and hazardous materials. Appropriate policies are incorporated into the school's student and staff handbooks. All buildings meet Field Act Requirements.

The Kawana Academy of Arts and Sciences will continue to adhere to the existing state laws as well as current board policy when implementing its comprehensive set of health and safety policies. These policies at a minimum will address the following topics:

- Fingerprinting and criminal record summary of employees pursuant to Education Code Section 44237
- Role of staff as mandated child abuse reporters
- Tuberculosis testing
- Documenting immunizations for students and staff
- Responding to natural disasters and emergencies
- Preventing contact with blood-borne pathogens
- Administering prescription drugs and other medicines
- Maintaining a drug, alcohol, and tobacco-free workplace
- Testing for vision, hearing, and scoliosis pursuant to Education Code Section 49450, *et seq.*

All information related to the above referenced policies will be included in the parent/student and employee handbooks and will be reviewed on an ongoing basis, as determined by District Governing Board policies.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The Kawana Academy of Arts and Sciences will implement a special recruitment process to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. The school will monitor this balance each year and will take necessary recruitment steps to achieve this goal. This process involves the following:

- Holding discussions and distributing application materials at places where diverse student families may be reached, including community centers, neighborhood meeting areas, and existing schools
- Distributing materials in English and Spanish to reach the limited English proficient populations that exist in the target area
- Hiring bilingual individuals who specialize in public relations with underrepresented communities and neighborhoods
- Hosting Open Houses and providing tours of the school
- Advertising by way of electronic media, fliers, and direct mail.

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Kawana Academy of Arts and Sciences will admit all students residing in California who wish to attend, subject only to capacity as outlined in Education Code 47605(d)(2).

The Kawana Academy of Arts and Sciences will not charge tuition and will not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

A written admissions application is required for each student. An open application period will be publicly announced each year.

The Kawana Academy of Arts and Sciences shall admit all pupils who wish to attend the Charter School. However, if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance shall be determined by a public random drawing, except for existing pupils of the charter school². If a public random drawing is necessary, preference for admission in the lottery will be given in the following order:

1. Students attending Kawana Elementary School at the time of conversion to charter status
2. Students residing in the attendance area of the Kawana Elementary School prior to the conversion
3. Siblings
4. District residents
5. Children of school employees³
6. Students who reside outside the District.

In the public random drawing, all applicants are drawn and listed in order, separately, for each grade level. Once the school capacity is met, the remaining applicants will continue to be drawn randomly and placed in the order they are drawn on the waiting list. Any vacancies during the school year after the public random drawing will be filled with the students on the waiting list.

² During periods of participation in the Public Charter Schools Grant Program this public random drawing will be held as a single weighted drawing with the exception of siblings and children of teachers (not to exceed 10% of total enrollment). The weighting factor for students attending Kawana Elementary at the time of conversion or residing in the attendance area will have a weighted preference of 3 times; and the District residents given a weighted preference of two times.

³ During periods of participation in the Public Charter Schools Grant Program, this preference will be limited to children of teachers, and will not exceed 10% of total enrollment.

ELEMENT 9: FINANCIAL AUDIT

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

The Kawana Academy of Arts and Sciences will adhere to policies and administrative regulations adopted by Bellevue Elementary District Board of Trustees Policies and Administrative Regulations and will participate in the District Board's annual audit of fiscal and programmatic operations. The District will continue to provide administrative services and budget development for the Charter School. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office Management and Budget Circulars. The District and the Charter School will comply with Sonoma County Office of Education audit and accountability practices, though it will retain its rights under the parameters of charter school law.

The District and Kawana Academy of Arts and Sciences shall resolve any audit exceptions and/or deficiencies in accordance with district policies and procedures. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION

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

The Kawana Academy of Arts and Sciences will follow District Board Policy with regard to the suspension and expulsion of students. The Kawana Academy of Arts and Sciences will develop, and the Governance Council will approve, the behavior guidelines that govern students. These policies will be printed in the school handbook and will be available on request at the Charter School office. Parents will be notified of serious or repeated behavior infractions. Students will always be treated with respect, listened to attentively, and have access to due process in all instances of serious behavior infractions. Suspensions will follow District and Education Code requirements. A student who commits an expellable offense will receive a hearing by the Board of Trustees pursuant to District Board Policy.

ELEMENT 11: RETIREMENT PROGRAMS

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

The employees at the Charter School will participate in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), and social security in accordance with his or her position.



ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

The Kawana Academy of Arts and Sciences is a school of choice and no students shall be required to attend. Pupils who reside in the District and choose not to attend the Kawana Academy of Arts and Sciences may choose to attend other public schools through an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the District. Parents and guardians of each student enrolled in the Kawana Academy of Arts and Sciences will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in the Kawana Academy of Arts and Sciences, except to the extent that such a right is extended by the District.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

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

Employees of the Kawana Academy of Arts and Sciences will remain District employees and thus any movement between the Kawana Academy of Arts and Sciences and the District is subject to the applicable collective bargaining agreements of the District.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

The Kawana Academy of Arts and Sciences agrees to resolve all disputes regarding this charter in accordance with the district adopted policies, State Board of Education guidelines, and the Education Code. The intent of these policies is to:

- Resolve disputes within the School pursuant to the District’s policies
- Minimize the oversight burden of the State Board of Education
- Ensure a fair and timely resolution to disputes.

Parents, students, board members, volunteers, and staff at the Kawana Academy of Arts and Sciences will be provided a copy of Charter School/District policies and the dispute resolution process, and will agree to work within it.

The District agrees to work to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education.

The following outlines procedures to be followed in the event a dispute arises between the Governance Council and the District:

The Governance Council and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Governance Council and the District, Charter School staff, employees and Governance Council members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal may meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute, or is not engaged in, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

The District will be the exclusive public school employer of all employees of the Kawana Academy of Arts and Sciences for collective bargaining purposes.



ELEMENT 16: SCHOOL CLOSURE

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

Closure of the Kawana Academy of Arts and Sciences will be documented by official action of the Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The District will promptly notify parents and students of the Kawana Academy of Arts and Sciences, the Sonoma County Office of Education, the California Department of Education, the SELPA, and the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security) of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records.

The Board will ensure that the notification to the parents and students of the Kawana Academy of Arts and Sciences of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Kawana Academy of Arts and Sciences

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The District will store original records of the Kawana Academy of Arts and Sciences students. All records of the Kawana Academy of Arts and Sciences shall be transferred to the District upon charter School closure and maintained in accordance with law.

The Kawana Academy of Arts and Sciences will revert back to non-charter status upon closure of the charter unless otherwise closed by the District. As soon as reasonably practical, the District will prepare final financial records. The District will also have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the District. The final audit will include the following:

- An accounting of all financial assets, including cash and accounts receivable
- An inventory of property, equipment, and other items of material value
- An accounting of the liabilities, including accounts payable

- Any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation
- An assessment of the disposition of any restricted funds received by or due to the Kawana Academy of Arts and Sciences.

The District will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

As specified by the attached Budget, the District will utilize the Charter School's reserve fund to undertake any expenses associated with the closure procedures identified above.

ELEMENT 17: ADDITIONAL REQUIREMENTS

A. Liability and Indemnity

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

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

The District will institute and maintain appropriate risk management practices.

B. Term of Charter

The requested term of the charter shall be for five years, with one year as a planning year. The five-year term would be July 1, 2011 – June 30, 2016.

C. Amendments

Any material revisions to this Charter must be formally approved by the District Board in accordance with Education Code Section 47607.

D. Financial Plan

Attached, as Appendix A, please find a first year budget, including start up costs, and cash flow projections for the first three years of operation.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

E. Centralized Administrative Services

Centralized administrative services at the Kawana Academy of Arts and Sciences will be run in a substantially similar fashion to those at the other District Schools. All "back office" services will be handled by the District.

F. Facilities

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

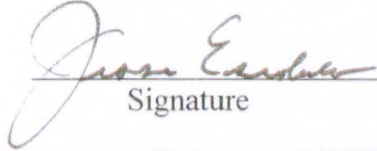
The Kawana Academy of Arts and Sciences will be located within the District boundaries, and will operate from the existing Kawana Elementary School site. The site houses an office complex, thirty-one classrooms, a library/computer lab complex, and a multi-purpose room with an adjacent full service kitchen. The grounds include paved playground, turf soccer/play fields, a ¼ mile track, a softball field, and a school garden.



We the undersigned believe that the attached Charter for the creation of Kawana Academy of Arts and Sciences merits consideration and hereby petition the governing board of the Bellevue Union School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of Kawana Academy of Arts and Sciences. The Petitioners for Kawana Academy of Arts and Sciences agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at Kawana Academy of Arts and Sciences.

By the Lead Petitioner:

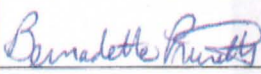
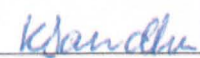
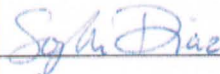


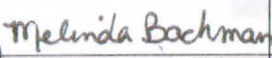


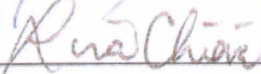
Jesse Escobedo
Name


Signature

5-18-11
Date

The petitioners recognize Jesse Escobedo as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Bellevue Union School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Bernadette Prunetti		5/18/11	Multiple subject, RSP certificate, LH cred.	707-571-1014
Kulbir Sardhu		5/18/11	multiple subject	707-542-3997
Sophia Diaz		5/18/11	multiple and single subject	(707) 542-5866
Vanessa Alexander		5/18/11	multiple subject	(707) 490-6834
Ingrid Hochrein		5/18/11	multiple subject	(707) 431-1080
Melinda Bachman		5/18/11	Multiple subject w/ Early Childhood emphasis	(707) 545-1298
Joan E. Bessone		5/18/11	Reading Specialist Credential Multiple subject @ ECE option	(707) 548-7273
Millie Anderson		5/18/11	Multiple subject w/ Home Econ, CLAD	(707) 544-5852
Lisa Chiara		5/19/11	MS/CLAD/ECE	(707) 479-9566

We the undersigned believe that the attached Charter for the creation of Kawana Academy of Arts and Sciences merits consideration and hereby petition the governing board of the Bellevue Union School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of Kawana Academy of Arts and Sciences. The Petitioners for Kawana Academy of Arts and Sciences agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at Kawana Academy of Arts and Sciences.

By the Lead Petitioner:

Jesse Escobedo

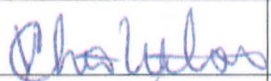
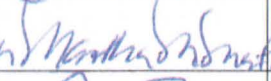
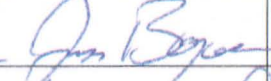
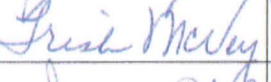
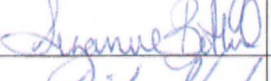
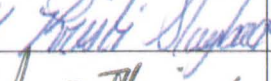
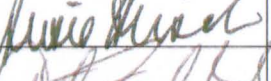
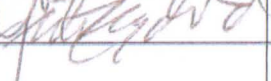
Name

Signature

Date

The petitioners recognize Jesse Escobedo as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Bellevue Union School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Chris Wilson		05/18/11	CLAD with ECE emphasis	(707) 865-9396
Martha M. Menta		5/18/11	(SDAIE) Multi Subject Clear Credential	(707) 431-8392
Jim Boyce		5/18/11	Multi-Subject Clear Credential, SDAIE,	(707) 566-7025
Trish McVey		5/18/11	Multiple Subject Credential SDAIE LH Specialist Credential M.A.	(707) 536-8465
Suzanne Bethel		5/18/11	Multiple Subject - Clear - Supplemental CLAD Biology/Chem	(707) 523-1159
Kristi Shyback		5/18/11	ECE multiple subject credential (SDAIE)	(707) 584-3703
Susie Hirsch		5/18/11	Multi/Single subject, CLAD, Admin	(707) 566-8079
Gretchen Fryderlund		5/19/11	CLAD, SDAIE	707 542-0811

Charter School Name:



→ Kawana Charter

ESTIMATED MONTHLY CASH FLOW:

Enter the fiscal year of the data presented on this sheet: 2012-13

SOURCE OF ACTUAL MONTHLY DATA: SCHOOL DISTRICT MONTHLY FINANCIAL REPORT, "MONTHLY INCOME/EXPENDITURES" COLUMN

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Estimated Revenue and Expenditures	
Object No.													(includes revenue and expenditure accruals per Monthly Financial Report--cash is adjusted through section D below)		
A.	BEGINNING CASH		95,000	33,588	(37,085)	(34,154)	33,641	73,036	102,431	131,826	151,221	170,616	200,011		
B.	REVENUES														
	General Purpose Block Grant - State Aid	8015	125,000	72,000	67,604	72,000	72,000	62,000	62,000	62,000	62,000	72,000		728,604	
	General Purpose Block Grant - In Lieu of Property Tax	8096		96,401	96,401	126,401	96,401	96,401	96,401	86,401	86,401	86,401	96,401	964,010	
	Federal Revenue	8100-8299		11,338	11,338	11,338	11,338	11,338	11,338	11,338	11,338	11,338	11,338	113,380	
	Other State Revenue	8300-8599	20,000	50,000	20,000	52,068	52,068	52,068	52,068	52,068	52,068	52,068	52,068	506,544	
	Other Local Revenue	8600-8792												-	
	Interfund Transfer In	8900-8999												-	
	TOTAL REVENUES		125,000	92,000	157,739	195,343	231,807	221,807	221,807	211,807	211,807	221,807	159,807	2,312,538	
C.	EXPENDITURES														
	Certificated Salaries	1000-1999		90,000	129,000	129,000	129,000	129,000	129,000	129,000	129,000	129,000	30,642	1,281,642	
	Classified Salaries	2000-2999		24,322	24,322	24,322	24,322	24,322	24,322	24,322	24,322	24,322		243,220	
	Employee Benefits	3000-3999		39,090	39,090	39,090	39,090	39,090	39,090	39,090	39,090	39,090	5	390,905	
	Books and Supplies	4000-4999	30,000		35,000									65,000	
	Svcs/Other Oper Exps	5000-5999			1,000	1,600								2,600	
	Capital Outlay	6000-6999												-	
	Other Outgo	7000-7999												-	
	TOTAL EXPENDITURES		30,000	153,412	228,412	192,412	192,412	192,412	192,412	192,412	192,412	192,412	30,647	1,983,367	
D-1	CHANGES IN CURRENT ASSETS: INCREASE/(DECREASE)												June: Enter all accruals affecting year-end cash per Monthly Financial	Net Change for the Year: Objects 9xxx	
	Revolving Cash	9130												-	
	Accounts Receivable	9210-9299												-	
	Due from Other Funds	9310-9319												-	
	Stores	932X												-	
	Prepaid Expenditures	9330												-	
	TOTAL CHANGES IN ASSETS		-	-	-	-	-	-	-	-	-	-	-	-	
D-2	CHANGES IN LIABILITIES: (INCREASE)/DECREASE														
	Accounts Payable/ Payroll/Due to Govt	9500-9599												-	
	Due to Other Funds	9610												-	
	Temporary Loans	9615												-	
	TRAN Payable	9641												-	
	Deferred Revenue	9650-9659												-	
	TOTAL CHANGE IN LIABILITIES		-	-	-	-	-	-	-	-	-	-	-	-	
D-3	AUDIT ADJUSTMENTS	97xx												-	
	NET INCREASE (DECREASE) IN CASH FROM CHANGES IN ASSETS, LIABILITIES AND AUDIT ADJUSTMENTS		-	-	-	-	-	-	-	-	-	-	-	-	
E.	NET CHANGE IN CASH: INCREASE/(DECREASE)		95,000	(61,412)	(70,673)	2,931	67,795	39,395	29,395	29,395	19,395	19,395	29,395	129,160	329,171
F-1	CASH BALANCE AT MONTH-END		95,000	33,588	(37,085)	(34,154)	33,641	73,036	102,431	131,826	151,221	170,616	200,011	329,171	
F-2	CASH BALANCE AT YEAR-END													329,171	

Charter School Name:
 → Kawana Charter

**LAST FISCAL YEAR:
 HISTORICAL
 PERCENTAGE DATA
 (FOR EVALUATION
 OF MONTH-TO-
 MONTH
 FLUCTUATIONS)**

PRIOR FISCAL YEAR ANALYSIS
 Monthly Line Items: Percentage of Annual Totals

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Annual Total
Object No.														
A. BEGINNING CASH														
		Prior Fiscal Year Line Items: Percentage of Annual Totals by Month												
B. REVENUES														
General Purpose Block Grant - State Aid	8015	17.2%	9.9%	#VALUE!	9.3%	9.9%	9.9%	8.5%	8.5%	8.5%	8.5%	9.9%	0.0%	#VALUE!
General Purpose Block Grant - In Lieu of Property Tax	8096	0.0%	#VALUE!	10.0%	10.0%	13.1%	10.0%	10.0%	10.0%	9.0%	9.0%	9.0%	10.0%	#VALUE!
Federal Revenue	8100-8299	0.0%	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	100.0%
Other State Revenue	8300-8599	#VALUE!	3.9%	9.9%	3.9%	10.3%	10.3%	10.3%	10.3%	10.3%	10.3%	10.3%	10.3%	#VALUE!
Other Local Revenue	8600-8792	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Interfund Transfer In	8900-8999	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL REVENUES		5.4%	4.0%	6.8%	8.4%	11.3%	10.0%	9.6%	9.6%	9.2%	9.2%	9.6%	6.9%	100.0%
C. EXPENDITURES														
Certificated Salaries	1000-1999	0.0%	7.0%	10.1%	10.1%	10.1%	10.1%	10.1%	10.1%	10.1%	10.1%	10.1%	2.4%	100.0%
Classified Salaries	2000-2999	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	0.0%	100.0%
Employee Benefits	3000-3999	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	0.0%	100.0%
Books and Supplies	4000-4999	46.2%	0.0%	53.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Svcs/Other Oper Exps	5000-5999	0.0%	0.0%	38.5%	0.0%	61.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Capital Outlay	6000-6999	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Outgo	7000-7999	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL EXPENDITURES		1.5%	7.7%	11.5%	9.7%	9.8%	9.7%	9.7%	9.7%	9.7%	9.7%	9.7%	1.5%	100.0%
CHANGES IN CURRENT ASSETS:														
D-1 INCREASE/(DECREASE)														
Revolving Cash	9130	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Accounts Receivable	9210-9299	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Due from Other Funds	9310-9319	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Stores	932X	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Prepaid Expenditures	9330	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL CHANGES IN ASSETS		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
CHANGES IN LIABILITIES:														
D-2 (INCREASE)/(DECREASE)														
Accounts Payable/ Payroll/Due to Govt	9500-9599	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Due to Other Funds	9610	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Temporary Loans	9615	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TRAN Payable	9641	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Deferred Revenue	9650-9659	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL CHANGE IN LIABILITIES		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
D-3 AUDIT ADJUSTMENTS														
NET INCREASE (DECREASE) IN CASH FROM CHANGES IN ASSETS, LIABILITIES AND AUDIT ADJUSTMENTS														
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
E. NET CHANGE IN CASH: INCREASE/(DECREASE)		28.9%	-18.7%	-21.5%	0.9%	20.6%	12.0%	8.9%	8.9%	5.9%	5.9%	8.9%	39.2%	100.0%
F-1 CASH BALANCE AT MONTH-END														
F-2 CASH BALANCE AT YEAR-END														

Charter School Name:

Kawana Charter

**CURRENT FISCAL YEAR:
DATA INPUT SECTION (ACTUAL
AND PROJECTED)**

**ACTUAL AND PROJECTED MONTHLY CASH FLOW
CURRENT FISCAL YEAR**

important!

Revenue and expenditure totals should match the projected total budget per SACS Form 01i, 09i, or 62i

Enter current working budget totals (projected total per Column D of Form 01i, 09i, or 62i) in this column

Use this as a working tool to get "Total" to match "Budget" for revenues/ expenditures/ other

Start with your actual cash balance on July 1

(for actual monthly data, use the "Monthly Financial Report" column headed "Monthly Income/Expenditures")

Object No.	JUNE												Projected Totals for the Fiscal Year	Enter budget HERE	Balancing Column	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE				
A. BEGINNING CASH	329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171			
For First Interim (through October 31) or Second Interim (through January 31): Enter actual data from your Monthly Financial Report for revenues and expenditures, as well as balance sheet account net changes shown on the Monthly Financial Report.													If prior year allocation formulas are used to project amounts for the current year, they will need to be changed as actual data becomes available from July to October (First Interim) or July to January (Second Interim)			
B. REVENUES																
General Purpose Block Grant - State Aid	8015															
General Purpose Block Grant - In Lieu of Property Tax	8096															
Federal Revenue	8100-8299															
Other State Revenue	8300-8599															
Other Local Revenue	8600-8792															
Interfund Transfer In	8900-8999															
TOTAL REVENUES																
C. EXPENDITURES																
Certificated Salaries	1000-1999															
Classified Salaries	2000-2999															
Employee Benefits	3000-3999															
Books and Supplies	4000-4999															
Svcs/Other Oper Exps	5000-5999															
Capital Outlay	6000-6999															
Other Outgo	7000-7999															
TOTAL EXPENDITURES																
D-1 CHANGES IN CURRENT ASSETS: INCREASE/(DECREASE)																
Revolving Cash	9130															
Accounts Receivable	9210-9299															
Due from Other Funds	9310-9319															
Stores	932X															
Prepaid Expenditures	9330															
TOTAL CHANGES IN ASSETS																
D-2 CHANGES IN LIABILITIES: (INCREASE)/DECREASE																
Accounts Payable/ Payroll/Due to Govt	9500-9599															
Due to Other Funds	9610															
Temporary Loans	9615															
TRAN Payable	9641															
Deferred Revenue	9650-9659															
TOTAL CHANGE IN LIABILITIES																
D-3 AUDIT ADJUSTMENTS	97xx															
NET INCREASE (DECREASE) IN CASH FROM CHANGES IN ASSETS, LIABILITIES AND AUDIT ADJUSTMENTS																
E. NET CHANGE IN CASH: INCREASE/(DECREASE)																
F-1 CASH BALANCE AT MONTH-END		329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171	329,171			
F-2 CASH BALANCE AT YEAR-END														329,171		

**BELLEVUE UNION SCHOOL DISTRICT
RESOLUTION # 3**

**RESOLUTION OF THE BELLEVUE UNION SCHOOL DISTRICT,
COUNTY OF SONOMA, STATE OF CALIFORNIA,
TO APPROVE THE PETITION OF KAWANA SCHOOL TO CONVERT TO A
DEPENDENT CHARTER SCHOOL**

WHEREAS, the California State Legislature has outlined certain procedures allowing for the conversion of public schools to charter schools; and

WHEREAS, the California State Legislature has determined that schools in Year 5 of Program Improvement must adopt an alternate governance structure, and

WHEREAS, the California State Legislature has determined that the conversion from a public school to a district dependent charter school meets the criteria to adopt an alternate governance structure, and

WHEREAS, Kawana School is in Year 5 of Program Improvement and has undergone a community-wide process to develop a petition to convert to a dependent charter, and

WHEREAS, the Governing Board of the Bellevue Union School District recognizes and appreciates the community-wide process Kawana School has taken to develop its charter school petition, and

WHEREAS, the Governing Board of the Bellevue Union School District conducted a public hearing related to the said petition on August 16, 2011,

NOW, THEREFORE, BE IT HEREBY RESOLVED that the Bellevue Union School District Board approves and accepts the petition of the Kawana School staff and community to establish the Kawana Academy of Arts and Sciences Charter School as prescribed under the said petition for five years commencing July 1, 2011 and terminating June 30, 2016.

