



Independence Charter School

Mission, Vision and Purpose

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Charter Renewal Application
July 1, 2014 – June 30, 2019



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Salida Union School District
Independence Charter School
Charter Petition

TABLE OF CONTENTS

I.	Educational Program	4
A.	School Description	4
B.	How Learning Best Occurs	4
C.	What It Means to Be an Educated Person in the 21 st Century	5
D.	Mission and Vision of Independence Charter School	5
E.	Curriculum and Content	7
F.	Student Needs and Instructional Strategies	7
G.	Plan for Students that are High and Low Achieving	8
H.	Plan for English Learners	9
II.	Measurable Pupil Outcomes	9
III.	Methods to Assess Pupil Progress towards Meeting Objectives	10
IV.	Governance Structure of the School	12
A.	School Site Council	12
B.	Independence Charter School Principal	13
C.	Family Participation	13
D.	Special Education	14
V.	Employee Qualifications	15
VI.	Health and Safety Procedures	15
VII.	Intent to Achieve Racial/Ethnic Balance Reflective of District	16
VIII.	Admission Requirements	16
IX.	Financial and Programmatic Audits	17
A.	Financial Audit	17
B.	Program Audit	17
X.	Pupil Suspension and Expulsion	18
XI.	Retirement System	19
XII.	Attendance Alternatives	19
XIII.	Description of Employee Rights	19
XIV.	Dispute Resolution	20
A.	Policies	20
B.	Oversight, Reporting, Revocation and Renewal	20
XV.	Labor Relations	20

Salida Union School District
Independence Charter School
Charter Petition

XVI.	Closure Procedures	21
A.	Documentation of Closure Action.....	21
B.	Notification to the California Department of Education and County Office of Education.....	21
C.	Notification to Parents and Students	21
D.	Notification to Receiving Districts	22
E.	Student and School Records Retention and Transfer	22
F.	Financial Close-Out.....	22
G.	Dissolution of Assets.....	22
XVII.	Additional Miscellaneous Clauses	22
A.	Annual Operational Agreement	23
B.	Severability	23
C.	Cooperation	23
D.	Term of Charter	23
E.	Amendment of Charter	23
F.	Transportation	23
G.	Insurance	23
H.	Impact on District	23
APPENDIX A: Academic Performance Data.....		24
APPENDIX B: Curriculum		28
APPENDIX C: Blended Learning Program Sample Schedule.....		29

Salida Union School District
Independence Charter School
Charter Petition

I. Educational Program

A description of the educational program of the School, designed, among other things, to identify those whom the School is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

California Education Code Section 47605 (b) (5) (A)

A. School Description

This charter is known as Independence Charter School (“ICS”) and is located at 3920 Blue Bird Drive, Modesto, CA, 95356. The Salida Union School District (“District”) proposes to continue Independence Charter School, serving grades kindergarten through eighth grade in Stanislaus County. The Charter will expand and repurpose in the next five years to further meet community needs. It will include a seat-based learning program, in addition to the independent study, blended learning program that is currently in operation.

Many families are attracted to the school because of the rigorous academic programs and unique atmosphere. The independent study program has served children from as far north as Tracy and as far south as Newman and Crowslanding. Each year the school receives many inquiries from families seeking a seat-based charter program. We have listened and plan to respond to this need.

In June 2010, Salida Union School District closed a traditional K – 5 campus due to declining enrollment. As a result, many neighborhood children do not have a neighborhood choice and are transported to other schools. Salida Union School District currently houses three K – 5 campuses and one 6 – 8 campus. Many families have expressed interest in a small, K-8 school program.

Adding a K – 8, seat-based program to Independence Charter School will address these identified needs. In the fall of 2014, ICS will begin expanding and will add classes each year, beginning with K-2, with the goal of expanding through eighth grade

Independence Charter School teachers and administrators monitor the progress of all students, with particular focus on academic rigor and preparation for high school success. In addition to academics, students have the opportunity to participate in various enhancement programs such as music, art, sports, student government, and academic contests.

ICS best serves families who seek an educational program based on the values and principles described in our mission and vision (see section I-D). Because charter schools can admit students who reside outside the district boundaries, as well students that reside in the district, ICS will be able to serve a greater population of students.

B. How Learning Best Occurs

It is the philosophy of ICS that students learn best when:

- Parents are actively engaged in their children’s education
- Learning is relevant to the students
- Learners are actively engaged in their studies
- Learners recognize the purpose of their studies

**Salida Union School District
Independence Charter School
Charter Petition**

- Teachers have high expectations for the learners
- Learners are engaged in the community
- Teachers, parents, and community members are mentors and advocates for the students
- Learning is differentiated and personalized to meet individual needs and abilities
- Essential elements of the curriculum are described with clear outcomes and standards and are assessed with both formative and summative performance assessments

Research supports the concept that learning is optimum when children and families are given the freedom and support needed to take responsibility for their own learning.

C. What It Means To Be An Educated Person in the 21st Century

ICS is committed to supporting the development of students to achieve academic and personal habits and attitudes desired of an educated person in the 21st Century: a lifelong learner who has developed competence, self-motivation, confidence, and responsibility.

ICS identifies an educated person in the 21st Century as one whom:

- Has a solid foundation in reading, writing, science, mathematics, and history.
- Thinks critically and initiates problem-solving strategies.
- Has the skill to be a productive, self-reliant worker, and cooperative group contributor.
- Can access and apply information from a variety of sources.
- Has the necessary computer skill to succeed in a competitive workforce.
- Possesses the skills to be successful in careers and civic life.
- Has an appreciation for diversity and respect for each person's uniqueness.
- Communicates clearly, both orally and in writing.

D. Mission and Vision of Independence Charter School

ICS provides the families of its students with an independent study, “blended learning school”; the convergence of online learning and face-to-face education. Through this blended learning environment students learn content through online delivery to personalize learning, as well as through the essential features of classroom interaction with live instruction. This combined approach allows for thoughtful reflection by both student and teacher to achieve learning goals and provides for the on-going opportunity to differentiate instruction from student to student across a diverse group of learners. ICS provides the support necessary to prepare students for their educational future and beyond.

In the fall of 2014, ICS will expand the current blended learning program by slowly adding a K–8 seat-based program. This program will offer “choice” through a site based program that promotes student -centered learning with technology enhanced instruction. This program will provide a small school atmosphere where families and staff work together to educate each child. Emphasis in this program will be on preparing students for high school success, leading to college and career readiness. Students will build a strong academic foundation and have opportunities to take part in a variety of rich, structured conversations. Students will read widely and deeply from high quality literary and informational texts. Students will learn to use writing as a way of offering and

Salida Union School District
Independence Charter School
Charter Petition

supporting opinions as well as demonstrating an understanding of the subjects they are studying. New technologies and 1:1 devices will support student learning through digital texts, videos, and audios. These opportunities will confront students with the reality that information is continually updated and dynamically changing; showing the urgency for students to be adaptable in response to change. Highly qualified teachers will teach to the heart and minds of the children and incorporate families in the learning process of their children.

To achieve these goals, curriculum will integrate the new Common Core State Standards. The educational goals of the school will include:

- Academic assistance to build a strong foundation in areas of core instruction. Language Arts, Mathematics, Reading, Social Studies, Science, and Physical Education curriculum will be offered as tools to meet State Academic Requirements. (Science camp as an option for 6th grade students).
- Individualized Learning Plans to meet each student's specific needs and to promote each student's talents and strengths.
- Utilizing online resources, academic enhancement programs may include: Foreign Language (Spanish), Computer Technology (web design, video editing, and story boards), and Communications (speech, debate, public speaking and video broadcasting). These types of offerings will continue to expand as the school grows.
- In partnership with the District, ICS students will be offered access to Music Instruction (band, string, and choir), Visual and Performing Arts (plays, art classes and other performances), and Athletics, Wood Shop, Home Economics, Yearbook, Community Service projects, Academic Contests, and more.
- A positive learning community environment where collaboration between the teachers, families, and district creates a mutual sense of responsibility to meet the needs of our students.

This mission reflects the vision developed by the ICS founding group. This vision identified three elements critical to developing educated children who are well prepared for the 21st century: strong academics, community interaction, and family involvement. Implementation of this vision requires eight components that address one or more of the key elements.

1. **Standards:** Children excel when standards are high and when academic achievement is valued. All students will be expected to perform at their highest level and to excel in the content areas outlined in the state curriculum standards.
2. **Family Participation:** Children understand the importance of learning when they experience their family investing time in supporting that effort. Families will contribute in a variety of significant ways to support their own child's efforts to excel and to enhance the learning experiences of all students at ICS.
3. **Project-Based Learning:** Knowledge is best retained when it is used. Students will develop and acquire new skills by participating in interactive projects, hands-on learning activities, and field trips into the community. Project-oriented programs allow students to learn and apply academics to real-life activities, so that knowledge is meaningful, long lasting, and effective.

Salida Union School District
Independence Charter School
Charter Petition

4. **Technology:** In today's society, technology plays a significant role in everyday life and global affairs. Every student will have ready access to technology and will learn to use it for research, analysis, communication, organization, and self-expression. From desktops, to Chromebooks, to iPads, a variety of tools will be available for learning.
5. **Formal Enrichment Activities:** All students will benefit from regular exposure to a variety of programs such as foreign language, life skills, physical education, music, and fine arts.
6. **Community Connection:** Public schools must produce knowledgeable and involved citizens. Students will learn to understand their connection to the community and their responsibilities as members. The curriculum will incorporate community service projects and community-based, hands-on activities.
7. **Diversity:** Citizens of the 21st century need a concrete understanding of the diversity of language and culture in both their immediate community and the world.
8. **Personalization:** At ICS each student will be well known and valued as an individual with his/her specific needs taken into consideration.

E. Curriculum and Content

Independence Charter School has, and will continue to have, a strong language arts, mathematics, science, history/social science, and technology focus. It will provide an enrichment curriculum that includes art, music, physical education and foreign language. Students will be expected to be active in the community through various community service projects.

Additionally, the curriculum at ICS will be aligned with the standards and goals adopted by ICS and aligned with the standards outlined by the state. Students will not only be expected to meet the state standards, but to exceed them. The following process will be used by ICS when adopting curriculum materials:

- The School Site Council, composed of staff and parents, will review curriculum materials and make a recommendation to the District Board.
- Materials will be available to the public for review.
- The School Site Council will receive comments from the public.
- A final decision for adoption of materials will be made by the District Board.
See Appendix B - Curriculum List

F. Student Needs and Instructional Strategies

The staff of ICS will continue to seek new and innovative strategies, tools and materials to meet the needs of each student. The following instructional strategies will be utilized for instruction:

- **Project-Based Learning:** Project-based learning will be used to teach and to reinforce basic skills. Children learn by doing and the hands-on learning approach will give students an opportunity to take skills that they have learned and to apply them to meaningful projects. These projects will give students an opportunity to develop and demonstrate critical thinking skills, problem solving skills, and cooperative learning.
- **Cooperative Learning:** Productive citizens of the 21st century must be able to work cooperatively as part of a team to accomplish a task. Cooperative learning techniques will

Salida Union School District
Independence Charter School
Charter Petition

teach students to work collaboratively with others and allow them to develop their social and communication skills. Students will learn to share their knowledge and skills and acknowledge and respect the ideas and skills of others.

- **Flexible Grouping:** Teachers will use flexible grouping to meet the needs of their students. Students may be grouped and regrouped based on such factors as skills they need to master, knowledge they need to share, reading abilities, and the need to be encouraged to obtain the next level of understanding.
- **Differentiated Instruction:** Children have different strengths and styles of learning. The teachers will use theories of multiple intelligences in the classroom to build on each student's strengths and to address diverse learning styles.
- **Technology:** Computers will be used as a tool for teaching and learning. Students will have access to technology for research, analysis, communication, skill-building and self-expression. Students and families will have access to on-line instruction and will be able to communicate with teachers on a daily basis.
- **Community Interaction:** Students will be involved in a variety of activities to enhance their understanding of how a community functions. This includes community service and establishing ongoing relationships with businesses, local government, and community organizations. Community members will be invited into ICS to share their knowledge and expertise. Emphasis will be placed on students being connected to their community and becoming contributing members of society.
- **Scheduling:** To be most effective, teachers must have time to work together, to plan, to discuss student needs, to mentor one another, and to observe other classrooms. The school day will be structured so that staff members have a minimum of 1 hour per week to work collaboratively, so that special programs and projects may be accommodated.
- **Staff Development:** Students will benefit from instruction from teachers who have ongoing staff development of Common Core State Standards and other training opportunities that promote and support ICS's vision. Teachers will participate in a process of: Lesson Design, Lesson Delivery and Lesson Analysis. The staff development plan will be designed to meet the needs of each staff member as well as the needs of ICS. This will be an ongoing process in which teachers receive both training and follow-up support.

G. Plan for Students That Are High and Low Achieving

ICS is dedicated to supporting the learner's development by respecting individual differences, by helping him/her learn to live and work cooperatively, and by promoting self-esteem. School educators will teach students to access their learning styles, to recognize their strengths and weaknesses, and to use this information to empower themselves to become life-long learners. ICS educators will work to increase parent engagement in the educational process through communication, workshops, and periodic meetings throughout the school year. ICS will provide services for the special needs of all students based on the changing demographics of the community. ICS will offer appropriate Special Education Programs to assist in maintaining the school's commitment to educating all students.

Salida Union School District
Independence Charter School
Charter Petition

H. Plan for English Learners

ICS identifies English learners and their needs through the Home Language Survey and The California English Language Development Test (CELDT). The identified needs of the English learner are met through instructional strategies including but not limited to: CLAD certified teachers, English Language Development (ELD), Specifically Designed Academic Instruction in English (SDAIE), differentiated instruction utilizing Universal Access materials, Houghton Mifflin Medallions ELD curriculum, and Rosetta Stone software.

II. Measurable Pupil Outcomes

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

California Education Code Section 47605 (b) (5) (B)

Students of the ICS will demonstrate the following skills.

- Students will become self-motivated, competent, and lifelong learners;
- Students will meet or exceed California Common Core State Standards (CCSS) in the areas of English-Language Arts, Literacy, and Mathematics and California State Standards in History, Social Science, and Science;
- Students will exhibit effective communication through listening, speaking, reading, and writing in a critical, reflective, and responsible fashion using a variety of media;
- Students will master age-appropriate principles of mathematics and logical reasoning, and be able to apply them to real life situations;
- Students will utilize scientific research and inquiry methods to understand and apply major concepts underlying various branches of science. This includes the ability to hypothesize, evaluate data, and define and solve problems through observation, analysis, construction, testing, and communication of findings using appropriate methods, materials, and tools of technology;
- Students will demonstrate skills from a variety of technological sources for the purposes of research, analysis, communication, organization, and self-expression;
- Students will have general knowledge of history and geography;
- Students will exhibit healthy social-emotional skills and self-esteem by demonstrating respect for diversity and making positive choices for themselves in interpersonal relationships;
- Students will demonstrate fundamental skills in speaking, reading, writing, and listening comprehension of a foreign language and will understand key aspects of that culture;
- Students will demonstrate cognitive processing abilities utilizing complex and critical thinking skills by identifying, accessing, integrating, and utilizing available resources and information to: reason, make sound decisions, solve realistic problems in a variety of contexts, and articulate their thought process;
- Students will apply lifelong learning skills including: goal setting, study skills, planning,

**Salida Union School District
Independence Charter School
Charter Petition**

implementing and completing tasks, and the ability to reflect on and evaluate one's own learning;

- Students will understand what it means to be socially responsible and will participate in their school and their community;
- Students will be responsible for working cooperatively and collaboratively in a variety of situations;
- Students will demonstrate their physical skills to enable them to participate in individual and team activities. They will recognize and pursue healthy habits of fitness, hygiene, and safety.

ICS will use the new CCSS standards as one of many tools to guide instruction. This will allow comprehensive standards to be utilized while the staff and administration of ICS review and modify the standards to address the specific requirements of ICS and its students in a thorough and thoughtful way. ICS will follow the State Frameworks adoption timeline.

The student progress and academic outcomes will be assessed through formative and summative assessments specific to grade and skill-level standards. In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward grade level standards through ongoing benchmark assessments specific to each subject.

III. Methods to Assess Pupil Progress Towards Meeting Outcomes

The method by which pupil progress in meeting those pupil outcomes is to be measured.

California Education Code Section 47605 (b) (5) (C)

To measure the progress of the students at ICS, and ensure that the goals of the charter are being met, ICS will adhere to statewide standards, implement mandated standardized tests, and conduct additional local district assessments. Assessment results will be reviewed and analyzed to help the ICS community make informed decisions about instruction and program modifications that are unique to each student.

The Salida Union School District is in the process of completing specific actions to implement the Local Control Funding Formula (LCFF), including writing the Local Control Action Plan (LCAP) which addresses the Eight State Priorities. The school petition will be updated in the Fall of 2014 to reflect these changes to measure progress of the students in attendance at ICS.

Appendix A shows the following assessment approaches that may be included in ICS's measurement of outcomes:

- **Standardized Tests:** ICS will administer the new Smarter Balanced Consortium Assessments (SBAC) and CST science tests as required by the California Department of Education and related to State and Federal guidelines for all public school students. New assessments will be added in the next five years as they are designed by the State. The School may also administer supplemental standardized tests as appropriate.
- **Portfolios:** ICS will prepare a systematic collection of student work over a period of time that exhibits a student's work and progress. These portfolios will be used to measure student progress towards, and mastery of, CCSS standards using school-wide rubrics. Portfolios will help students develop critical thinking skills by providing the opportunity

Salida Union School District
Independence Charter School
Charter Petition

for them to assess their own learning, to reflect critically and thoughtfully about their own work, to set goals for improvement, and to be aware of their accomplishments. Student portfolios will provide the staff and parents with an authentic picture of the student's progress over time, while simultaneously giving information for future instruction and student needs.

- **Videos:** Both video records of student work (e.g., showing a child reading aloud), and videos created by the students, will serve as indicators of student progress towards, and mastery of skills in designated areas.
- **Running Records:** Authentic assessment of children's reading skills in context will be completed by teachers. Students will be given passages to read at different levels of difficulty based on grade. They will be scored based on their degree of fluency and accuracy, as well as their ability to respond appropriately to comprehension questions.
- **Journals:** Student journals will be used to reflect the student's own assessment of performance in academic areas and their use of the critical thinking skills.
- **Projects:** Intermediate and middle-school students will complete projects that represent a cumulative showing of the student's learning. These may be written and oral and can include the use of various media. Eighth grade students will work with advisors to complete their exit projects. Rubrics will indicate the student's mastery of skills.
- **Teacher Observations and Documentation:** The instructors will document student work and work habits in the classroom, noting skills that are mastered and those requiring continued instruction. Observations will include the student's attitudes and social behaviors.
- **Teacher-Created tests:** Teachers will design appropriate tasks that will measure understanding and mastery of subjects taught. Formative assessments will be used routinely to measure progress on CCSS.
- **Report Cards Including Narrative:** Documentation of student progress towards mastery of skills will be included in report cards that are distributed at scheduled intervals during the school year. All report cards will include a narrative component indicating the skills for each learning area that were taught during that reporting period and the child's progress towards mastery of those skills. Grades will be based on teacher-prepared assessment instruments, projects, and portfolios.
- **Conferences:** Parent-teacher conferences will be held throughout the year at scheduled times. At these conferences the parents will share their expectations and views of the educational program, the teacher will report the child's academic accomplishments and social achievements, and together they will set goals for the child. Upper-grade students will be involved in these conferences to reinforce their participation in the learning process. Student-led conferences will be held occasionally.

Salida Union School District
Independence Charter School
Charter Petition

IV. Governance Structure of School

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

California Education Code Section 47605 (b) (5) (D)

A. School Site Council

The District Board of Trustees (“Board”) will oversee ICS as it relates to meeting Charter expectations and legal requirements. The Board consists of five (5) elected officials and the District Superintendent.

ICS will have a School Site Council (“Site Council”) which will be advisory in nature. The Site Council will be comprised of the following: a minimum of three parents, one teacher, the ICS Principal, and one District representative. The Site Council parent representatives and teacher will be elected on an annual basis by their peers. The ICS Principal will serve on the Site Council each year.

The ICS Site Council will meet quarterly, with additional meetings as needed. All meetings will be held in accordance with the Ralph M. Brown Act, as set forth in Government Code section 54950 et seq. The Site Council’s responsibilities include, but are not limited to the following: review of financial and operational management of the school; review of the annual financial budget; solicitation and receipt of grants and donations; and review of certain charter school contracts. The Site Counsel will also ensure positive working relations with District personnel. All ICS issues that are determined by the ICS Site Council are subject to final review and approval of the Board.

The District Board retains the ultimate responsibility for the governance of ICS and may approve, modify, or reverse any recommendation, decision or other action of the Site Council. The District’s oversight responsibilities include, but are not limited to, the following:

- Uphold the Vision of ICS.
- Oversee the implementation of the ICS Charter.
- Provide notice and hold Advisory Council meetings in compliance with the Brown Act.
- Create and implement a Yearlong Strategic Plan for ICS.
- Create external or sub-committees as needed, including but not limited to a Finance Committee.
- Ensure compliance with applicable law, such as the Public Records Act, and policies, such as a Conflict of Interest.
- Approve all operational policies as well as work with ICS’s administration and faculty to implement such policies.
- Provide oversight of instructional programs and materials.
- Approve and have oversight of student and parent policies, including but not limited to, recruitment of staff, admissions, and disciplinary policies including suspension and expulsion.
- Monitor management of ICS liabilities, insurance, health, safety, and risk-related matters.
- Receive and review quarterly financial reports and the yearly financial audit.

Salida Union School District
Independence Charter School
Charter Petition

B. Independence Charter School Principal

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

- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Coordinate the administration of standardized testing.
- Plan and coordinate all activities related to enrollment.
- Attend all ICS Advisory Council meetings and attend Board meetings as the charter representative.
- Establish procedures designed to carry out ICS policies and procedures.
- Attend District Administrative meetings and maintain contact with District.
- Develop Board meeting agenda in conjunction with the ICS Advisory Board in compliance with the Brown Act and report all possible litigation to the Board.
- Hire, discipline, supervise, evaluate, and dismiss all employees of ICS as needed.
- Provide timely performance evaluations of all ICS employees and report all potential employee disciplinary actions to the Board.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with ICS legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures and be the custodian of records.
- Provide all necessary financial reports as required for proper ADA reporting.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Work with the Chief Financial Officer to present a quarterly financial report to the Board.

C. Family Participation

ICS will communicate with each family prior to the first day of instruction to discuss and develop any specific details of the child's education plan and the Family-School Involvement Agreement. The purpose of the agreement is to help support both the family and the school so that each child will have a successful educational experience. This agreement will outline the family, school, and student responsibilities for the upcoming school year. Each family will be strongly encouraged to

Salida Union School District
Independence Charter School
Charter Petition

sign a participation agreement which will be individualized and will take into account the needs of the student, ICS, and the family circumstances.

D. Special Education

ICS and the District pledge to work in cooperation with all Local Education Agencies (LEAs) and Special Education Local Plan Areas (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services.

ICS intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641 (b). The District will provide a Resource Specialist Program and Speech and Language Services Program to be operated at ICS site, to serve the special needs of those children identified with handicapping conditions. For those children requiring a more specific or intensive educational program beyond the scope of services provided at ICS, ICS will collaborate with the District and Stanislaus County Office of Education to utilize the services available through their programs in meeting the needs of those children. Excess costs associated with these expanded services and programs will be the responsibility of ICS. During each school year when ICS operates as an arm of the District for special education purposes, the District shall retain all state and federal apportionments provided for the provision of Special Education services. The District shall provide ICS, in cooperation as necessary with the SELPA and the County Office, with all services reasonably necessary to ensure that all students with exceptional needs who attend ICS are provided a free and appropriate education.

There is an understanding and acknowledgement of the challenges of finding qualified personnel. ICS will work in partnership with the District to find appropriately qualified personnel to meet Resource Specialist Program and Speech needs for the students at ICS. In the event that staffing is unavailable, or if the number of identified students with disabilities is too low to warrant a program at ICS, ICS may use District services at a District school site.

ICS and the District shall annually, and in good faith, negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. ICS shall enjoy reasonable flexibility, subject to the resources of the District, to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). ICS and the District shall work in good faith to document the specific terms of this relationship in the Annual Operational Agreement contract.

ICS shall have the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641 (a) and the District shall not hinder or otherwise impede the efforts of ICS to do so. In the event that ICS opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the District for special education purposes as required by Education Code Section 46741 (b), and shall continue to receive funding and services pursuant to the terms of this section and the annual agreement.

Salida Union School District
Independence Charter School
Charter Petition

V. Employee Qualifications

The qualifications to be met by individuals to be employed by the school.

California Education Code Section 47605 (b) (5) (E)

The District will retain or employ teaching staff to work at ICS. Teaching staff will hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These documents will be maintained on file at the District. These teachers will teach the core academic classes of mathematics, language arts, science, history/social studies and other electives as required. These teachers will be responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in ICS's operational policies.

The District will hire substitute teachers in accordance with charter school law and District policy. The District may also employ or retain to work at ICS, non-certificated, instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher, except in non-core courses and activities. All non-instructional staff will possess the experience and expertise appropriate for their position within ICS, and will meet all NCLB requirements.

The District is committed to recruiting staff to work at ICS who possess a wide range of skills and qualities, teaching and administrative experience, cultural and ethnic backgrounds. Other desired qualities and qualifications include:

- A commitment to the mission and vision of ICS.
- An ability to work effectively on a team with colleagues, students, families and community members.
- Experience with a variety of instructional approaches including project-based learning, interest or expertise in technology.
- Bilingual or multilingual skills.
- Experience working with a diverse student population.
- Commitment to their own professional growth.

VI. Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.

California Education Code Section 47605 (b) (5) (F)

ICS will adopt and implement the District's comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the District's insurance carriers and, at a minimum, will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.

**Salida Union School District
Independence Charter School
Charter Petition**

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that ICS will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that ICS functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of ICS submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

VII. Intent to Achieve Racial/Ethnic Balance Reflective of District

The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

California Education code Section 47605 (b) (5) (G)

ICS will adopt and implement a policy, including an outreach program, which will focus on achieving and maintaining a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District.

The District Board shall annually appoint a committee who will evaluate the racial and ethnic makeup of ICS and compare and contrast it with the population of the District. If it is determined by the committee that the makeup, to any substantial degree, does not reflect the general population of the District, the committee shall review its policy, outreach programs, and services and implement a plan to attempt to remedy the discrepancy. Such a plan might include additional outreach programs or new and enhanced services to attract a broader base of students. The committee will also be responsible for assessing the quality and effectiveness of ICS's relationships with the various community organizations with whom ICS has established partnerships.

VIII. Admission Requirements

Admission requirements, if applicable.

California Education code Section 47605 (b) (5) (H)

All pupils residing within the state of California will be considered for admission without regard to race, ethnicity, national origin, gender, or disability. ICS will achieve a racial and ethnic balance that is reflective of the population of the District. ICS will monitor this balance each year and will take necessary recruitment steps to achieve this goal.

ICS shall admit all pupils who wish to attend the school. However, ICS shall implement admission preferences to the following students:

**Salida Union School District
Independence Charter School
Charter Petition**

1. Pupils who are already attending the charter school.
2. Pupils who reside within the District.
3. Children of district employees.
4. Siblings of students currently enrolled in ICS.

If the number of student applicants exceeds ICS's capacity, a public, random lottery will be held, in order of preference, to determine which students are admitted to fill the available capacity.

Based on the lottery (or lotteries), a wait list will be kept at ICS. As openings become available, preference will be given to those in order of the wait list.

Students must satisfy all state and locally required immunizations or approved waivers before being admitted to ICS.

The Board may maintain policies and procedures further detailing the admission process as necessary.

IX. Financial and Programmatic Audits

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

California Education Code Section 47605 (b) (5) (I)

A. Financial Audit

The District shall annually develop a balanced operating budget to be approved by the Board as part of the budgetary process in accordance with Board policies. The District shall be responsible for payroll, insurance, certificated contracts, secretarial contracts, and other fiscal matters.

ICS financial affairs/transactions will comply with Generally Accepted Accounting Practices, District guidelines, and state and federal mandates. A thorough audit will occur once annually by a qualified auditor hired pursuant to District policies.

The District Board shall require appropriate measures to be taken to correct audit exceptions and deficiencies. The Principal and appropriate ICS staff and administrators shall be responsible to the Board for resolving any such issues to the satisfaction of the District pursuant to Education Code section Education Code section 47605(b)(5)(I) in a timely and responsible manner.

B. Program Audit

ICS will compile and provide to the District an annual performance report. This report will, at a minimum, include the following data:

- A summary showing student progress toward the pupil outcomes (listed in part two of the charter) using data from the assessment instruments and techniques (listed in part three of the charter).
- A summary of major decisions and policies established by ICS's Site Council during the year.
- Data on the level of parent involvement in ICS and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at ICS and their qualifications.

Salida Union School District
Independence Charter School
Charter Petition

- A copy of ICS's health and safety policies and/or a summary of any major changes to those policies during the year.
- An overview of ICS's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- Analyses of the effectiveness of ICS's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other general information regarding the educational program and the administrative, legal and governance operations of ICS relative to compliance with the terms of the charter.

X. Pupil Suspension and Expulsion

The procedures by which pupils can be suspended or expelled.

California Education Code Section 47605 (b) (5) (J)

The Pupil Suspension and Expulsion policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and proposed rules and procedures are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

ICS will implement the District's student discipline policies. Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons, or to prevent damage to district property.

The Principal shall ensure that students and their parents/guardians are notified in writing upon their enrollment of all discipline policies, rules, and procedures. The notice shall state that these disciplinary rules and procedures are available on request at the Director/Administrator's office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise stipulated during the period of suspension or expulsion.

A student identified as an individual with disabilities, or for whom ICS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA"), or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504), is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except to the extent where federal and state law mandates additional or different procedures. ICS will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities, or for whom ICS has a basis of

**Salida Union School District
Independence Charter School
Charter Petition**

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

Moreover, if a pupil is expelled from ICS without graduating or completing the school year for any reason, ICS 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 pursuant to Education Code section 47605(d)(3).

XI. Retirement System

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.

California Education code Section 47605 (b) (5) (K)

All new and existing employees will participate in STRS, PERS, and/or Social Security, as addressed in the District Board's Policies and Administrative Regulations. Both employees and the District will continue to make appropriate contributions to their respective accounts and programs.

XII. Attendance Alternatives

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

California Education code Section 47605 (b) (5) (L)

Students who opt not to attend ICS may attend other District schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

XIII. Description of Employee Rights

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.

California Education Code Section 47605 (b) (5) (M)

District employees working at ICS will be afforded the same rights and privileges granted by District policy, the California Education Code, and their respective collective bargaining agreements to other District employees. Employees that come from school districts outside of Salida Union School District will be afforded no right to return to their previous school district.

Salida Union School District
Independence Charter School
Charter Petition

XIV. Dispute Resolution

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

California Education Code Section 47605 (b) (5) (N)

The staff and District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

A. Policies

All parent and personnel complaints will be handled in accordance with applicable District complaint policies and procedures. ICS will attempt to resolve all other complaints related to the Charter by arranging a meeting between the complainant, the Principal, and, if necessary, any other relevant party. If the dispute cannot be resolved at this level, the matter may be considered by the Board. The Board's decision on the matter will be considered final and may not be appealed.

B. Oversight, Reporting, Revocation and Renewal

ICS's charter may be revoked under any of the following conditions set forth in Education Code Section 47607(c):

- ICS committed a material violation of any of the conditions, standards, or procedures set forth in the charter; or
- ICS failed to meet or pursue any of the pupil outcomes identified in the charter; or
- ICS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement; or
- ICS violated any provision of law.

ICS 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. Annual fiscal and programmatic audits and annual performance reports will be submitted to the District Board in a timely manner, as well as to the State Board of Education and the State Superintendent of Public Instruction.

ICS will submit its renewal request of its charter petition in sufficient time to allow the District staff to cooperatively resolve any issues that may be identified.

XV. Labor Relations

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.

California Education Code Section 47605 (b) (5) (O)

The District shall be deemed the exclusive public school employer of the employees of ICS for the purposes of the Education Employment Relations Act ("EERA").

All classified, certificated and/or non-certificated employees of the District assigned to ICS shall

**Salida Union School District
Independence Charter School
Charter Petition**

be, and shall retain all the rights, benefits and burdens of, employees of the District. The District reserves the sole and exclusive right to select, hire, assign, supervise, direct, evaluate, and/or discipline all certificated, non-certificated, and classified employees at ICS in accordance with applicable Education Code, District policies, applicable collective bargaining agreements, and/or the terms of this Charter. District employees at ICS shall remain subject to the authority of the District Board and the Superintendent, or his designee, for all purposes.

XVI. Closure Procedures

A description of the procedures to be used if the charter school closes: The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

Education Code section 47605 (b) (5) (j)

In the event the ICS charter is revoked, non-renewed, or rescinded, ICS will resume its operations as a non-charter school of the District in accordance with all applicable laws. ICS will abide by the following closure process.

A. Documentation of Closure Action

The decision to close ICS, for any reason, will be documented by an official action of the District. The action will identify the reason for the school's closure, whether the charter was revoked, not renewed or closed voluntarily, and the effective date of the closure. The notice will also reflect that the school will resume operation as a non-charter public school.

If feasible to do so while still maintaining a viable and appropriate educational program, the closure of ICS shall occur at the end of an academic year. Mid-year school closures will be avoided if possible.

B. Notification to the California Department of Education and County Office of Education

The District will send a closure notice of the school closure to the Charter Schools Unit at the CDE and to the Stanislaus County Office of Education. The notification should include the following information:

1. Charter school name, charter number, and CDS code
2. Date of closure action
3. Effective date of the closure
4. Reason for the closure (i.e. revoked, not renewed, or other reason)
5. Indication that the school will be reopened as a non-charter school

C. Notification to Parents and Students

Parents and students of ICS should be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

**Salida Union School District
Independence Charter School
Charter Petition**

Parents will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school.

D. Notification to Receiving Districts

The District will notify any school district that may be responsible for providing education services to the former students of the charter school of ICS's closure so that the receiving district(s) may assist in facilitating student transfers.

E. Student and School Records Retention and Transfer

ICS and the District shall establish a process for the transfer of student records to the student's district of enrollment eligibility or other school to which the student will transfer. The District will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records.

F. Financial Close-Out

The District will conduct an independent audit of ICS within 6 months after the closure of ICS to determine the net liabilities of ICS. This may coincide with the regular required annual audit of ICS. The assessment shall include an accounting of all ICS assets, including cash and accounts receivable and an inventory of property, equipment, and supplies. The audit shall also include an accounting of the school's liabilities including any accounts receivable, which may include, reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation. The audit shall also assess the disposition of any restricted funds received by, or due to, ICS. The cost of the audit shall be considered a liability of ICS.

In addition to a final audit, ICS shall also submit any required year-end financial reports to the CDE and the authorizing entity in the form and time frame required no later than the required deadline for reporting for the fiscal year.

G. Dissolution of Assets

Upon completion of the closeout audit, the District will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of ICS.

To the extent feasible, any assets of ICS may be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. Net assets of ICS shall be transferred to the District.

XVII. Additional Miscellaneous Clauses

A. Annual Operational Agreement

ICS and District will negotiate in good faith on an annual basis to develop an Annual Operational Agreement/Memorandum of Understanding establishing the specific financial, operational and service relationship between the two parties. Additionally, it may address other matters of mutual interest not otherwise resolved within the terms of ICS's charter.

**Salida Union School District
Independence Charter School
Charter Petition**

B. Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the District and the Principal.

C. Cooperation

The District agrees to cooperate with ICS in all matters related to the implementation of this charter and interactions with the California State Board of Education.

D. Term of Charter

The term of this charter shall begin on July 1, 2014 and expire July 1, 2019.

E. Amendment of Charter

Any amendments to this charter shall be made by the mutual agreement of the District and ICS. ICS may present a request to amend the charter at any time, and the District agrees to respond to such requests in a timely manner. Material revisions made to the Charter must be approved by the Board pursuant to Education Code section 47607(a)(1).

F. Transportation

Transportation for all general and special education students to and from ICS will be the responsibility of the parents or guardians unless otherwise dictated by a student's individualized education plan (IEP). Assistance will be given in arranging carpools, or finding other alternatives, if required.

G. Insurance

The District agrees to carry insurance for general liability, property, errors and omissions, and workers' compensation coverage in the amounts specified by the District in the Annual Operational Agreement/Memorandum of Understanding. Insurance will be appropriated prior to the first day of operation. The District shall not unreasonably withhold its agreement in order to delay the operation of ICS.

H. Impact on the District

The District, as ICS's authorizing agency, will provide fiscal and personnel services for ICS. The District, through the county office of education, will provide payroll services and liability insurance, along with other insurances, needed to support ICS. The ICS budget and the purchasing of materials will be developed and implemented by the District superintendent, District business manager, and District staff.

**Salida Union School District
Independence Charter School
Charter Petition**

(Appendix A)

In accordance with Education Code section 47607b, 1, ICS is required to attain its Academic Performance Index (API) target growth in the prior year or in two of the last three years, or in the aggregate for the prior three years.

In 2013, ICS had fewer than 11 valid 2013 STAR test scores. No reliable API can be calculated with so few scores.

In 2012, ICS had fewer than 11 valid 2012 STAR test scores. No reliable API can be calculated with so few scores.

In 2011, ICS had fewer than 11 valid 2011 STAR test scores. No reliable API can be calculated with so few scores.

In accordance with Education Code section 47605b, 4A, the entity that granted the charter determines that the academic performance of ICS is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been located, taking into account the composition of the pupil population that is being served at ICS.

Grade 2 - CST Performance Score											
Year: 2012-2013											
School	# of Students	ELA					Math				
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	1	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
Dena Boer	83	8.40%	12.00%	34.90%	34.90%	9.60%	3.60%	18.10%	27.70%	38.60%	12.00%
Salida Elementary	59	19.00%	12.10%	36.20%	24.10%	8.60%	17.20%	10.30%	31.00%	29.30%	12.10%
Sisk Elementary	107	2.80%	14.00%	38.30%	35.50%	9.30%	2.80%	24.50%	29.20%	29.20%	14.20%
Year: 2011-2012											
School	# of Students	ELA					Math				
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dena Boer	113	8.80%	14.20%	30.10%	32.70%	14.20%	7.10%	12.40%	32.70%	30.10%	17.70%
Salida Elementary	89	19.10%	18.00%	36.00%	19.10%	7.90%	16.90%	22.50%	19.10%	24.70%	16.90%
Sisk Elementary	95	2.10%	16.80%	34.70%	38.90%	7.40%	5.30%	21.10%	26.30%	38.90%	8.40%
Year: 2010-2011											
School	# of Students	ELA					Math				
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	1	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Dena Boer	101	11.90%	17.80%	28.70%	28.70%	12.90%	6.90%	22.80%	20.80%	38.60%	10.90%
Salida Elementary	85	16.50%	27.10%	27.10%	20.00%	9.40%	8.20%	17.60%	25.90%	28.20%	20.00%
Sisk Elementary	104	1.00%	21.20%	35.60%	30.80%	11.50%	3.80%	14.40%	26.00%	32.70%	23.10%

**Salida Union School District
Independence Charter School
Charter Petition**

Grade 3 - CST Performance Score											
Year: 2012-2013											
School	# of Students	ELA				Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	1	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%
Dena Boer	99	12.20%	16.30%	35.70%	24.50%	11.20%	1.00%	18.20%	20.20%	38.40%	22.20%
Salida Elementary	80	18.80%	16.30%	46.30%	13.80%	5.00%	6.30%	25.30%	30.40%	24.10%	13.90%
Sisk Elementary	88	1.20%	10.50%	43.00%	33.70%	11.60%	0.00%	12.60%	14.90%	40.20%	32.20%
Year: 2011-2012											
School	# of Students	ELA				Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	3	66.70%	33.30%	0.00%	0.00%	0.00%	66.70%	33.30%	0.00%	0.00%	0.00%
Dena Boer	86	8.20%	18.80%	25.90%	27.10%	20.00%	1.20%	16.50%	17.60%	38.80%	25.90%
Salida Elementary	82	19.50%	23.20%	32.90%	15.90%	8.50%	4.90%	26.80%	25.60%	29.30%	13.40%
Sisk Elementary	102	1.00%	9.90%	35.60%	41.60%	11.90%	0.00%	7.00%	22.00%	34.00%	37.00%
Year: 2010-2011											
School	# of Students	ELA				Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dena Boer	108	8.40%	11.20%	40.20%	29.00%	11.20%	0.90%	9.30%	26.90%	27.80%	35.20%
Salida Elementary	64	20.30%	28.10%	25.00%	20.30%	6.30%	4.70%	26.60%	34.40%	18.80%	15.60%
Sisk Elementary	92	4.30%	10.90%	40.20%	32.60%	12.00%	0.00%	10.00%	25.60%	34.40%	30.00%

Grade 4 - CST Performance Score											
Year: 2012-2013											
School	# of Students	ELA				Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	1	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Dena Boer	87	1.20%	17.60%	29.40%	21.20%	30.60%	2.40%	14.30%	16.70%	32.10%	34.50%
Salida Elementary	73	2.70%	9.60%	30.10%	37.00%	20.50%	1.40%	9.60%	23.30%	32.90%	32.90%
Sisk Elementary	108	1.00%	10.70%	23.30%	27.20%	37.90%	1.00%	11.70%	11.70%	26.20%	49.50%
Year: 2011-2012											
School	# of Students	ELA				Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	2	0.00%	50.00%	0.00%	50.00%	0.00%	50.00%	0.00%	50.00%	0.00%	0.00%
Dena Boer	91	4.50%	5.70%	19.30%	42.00%	28.40%	1.10%	11.00%	26.40%	36.30%	25.30%
Salida Elementary	74	6.80%	12.30%	27.40%	24.70%	28.80%	1.40%	20.50%	27.40%	26.00%	24.70%
Sisk Elementary	96	1.00%	5.20%	21.90%	36.50%	35.40%	1.10%	5.30%	16.80%	20.00%	56.80%
Year: 2011-2012											
School	# of Students	ELA				Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dena Boer	109	0.00%	8.60%	28.60%	39.00%	23.80%	1.90%	8.30%	24.10%	33.30%	32.40%
Salida Elementary	79	1.30%	9.10%	35.10%	24.70%	29.90%	0.00%	13.90%	16.50%	41.80%	27.80%
Sisk Elementary	95	1.10%	5.30%	23.40%	28.70%	41.50%	2.10%	5.30%	9.50%	38.90%	44.20%

Grade 5 - CST Performance Score																
Year: 2012-2013																
School	# of Students	ELA				Math				Science						
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	1	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Dena Boer	93	4.40%	7.70%	37.40%	33.00%	17.60%	5.40%	6.50%	19.60%	42.40%	26.10%	9.80%	4.30%	31.50%	47.80%	6.50%
Salida Elementary	73	9.60%	21.90%	26.00%	27.40%	15.10%	5.50%	21.90%	28.80%	23.30%	20.50%	28.80%	16.40%	30.10%	9.60%	15.10%
Sisk Elementary	89	3.40%	8.00%	33.00%	38.60%	17.00%	4.70%	9.40%	18.80%	43.50%	23.50%	6.90%	9.20%	35.60%	42.50%	5.70%
School	# of Students	ELA				Math				Science						
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	2	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%	50.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Dena Boer	96	2.20%	5.40%	35.90%	43.50%	13.00%	3.20%	17.20%	32.30%	31.20%	16.10%	9.40%	9.40%	38.50%	35.40%	7.30%
Salida Elementary	87	4.60%	9.20%	35.60%	31.00%	19.50%	5.70%	16.10%	28.70%	23.00%	26.40%	10.30%	11.50%	36.80%	27.60%	13.80%
Sisk Elementary	93	2.20%	7.60%	27.20%	39.10%	23.90%	1.10%	11.80%	17.20%	47.30%	22.60%	4.30%	6.50%	35.90%	42.40%	10.90%
School	# of Students	ELA				Math				Science						
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	2	50.00%	0.00%	50.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Dena Boer	103	2.00%	7.00%	33.00%	37.00%	21.00%	5.00%	13.00%	34.00%	28.00%	20.00%	3.00%	15.00%	29.00%	35.00%	18.00%
Salida Elementary	76	1.40%	13.90%	29.20%	22.20%	33.30%	0.00%	13.30%	32.00%	22.70%	32.00%	9.70%	15.30%	30.60%	25.00%	19.40%
Sisk Elementary	120	3.30%	8.30%	35.00%	40.00%	13.30%	0.00%	7.60%	26.90%	48.70%	16.80%	5.00%	12.50%	33.30%	41.70%	7.50%

Grade 6 - CST Performance Score																
Year: 2012-2013																
School	# of Students	ELA				Math				Science						
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	2	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%	50.00%	0.00%	50.00%	0.00%	50.00%	0.00%	50.00%	0.00%	
Salida Middle	264	0.40%	6.90%	32.80%	37.50%	22.40%	1.50%	9.90%	25.60%	39.30%	23.70%					
Year: 2011-2012																
School	# of Students	ELA				Math				Science						
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	3	0.00%	0.00%	66.70%	33.30%	0.00%	33.30%	33.30%	0.00%	33.30%	0.00%	33.30%	0.00%	33.30%	0.00%	
Salida Middle	301	1.30%	6.70%	27.50%	39.60%	24.80%	2.70%	12.40%	31.40%	36.80%	16.70%					
Year: 2011-2012																
School	# of Students	ELA				Math				Science						
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced
Independence Charter	3	0.00%	0.00%	33.30%	66.70%	0.00%	0.00%	33.30%	0.00%	33.30%	0.00%	33.30%	0.00%	33.30%	0.00%	
Salida Middle	306	3.30%	7.80%	32.00%	35.90%	20.90%	3.30%	13.10%	34.80%	37.40%	11.50%					

**Salida Union School District
Independence Charter School
Charter Petition**

Grade 7 - CST Performance Score												
Year: 2012-2013												
School	# of Students	ELA					Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	
Independence Charter	5	0.00%	0.00%	60.00%	20.00%	20.00%	0.00%	20.00%	80.00%	0.00%	0.00%	
Salida Middle	301	1.70%	7.70%	34.60%	36.60%	19.50%	2.70%	21.50%	28.50%	28.90%	18.50%	
Year: 2011-2012												
School	# of Students	ELA					Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	
Independence Charter	2	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%	
Salida Middle	306	2.30%	4.60%	26.90%	45.20%	21.00%	3.60%	17.60%	33.00%	27.10%	18.60%	
Year: 2010-2011												
School	# of Students	ELA					Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	
Independence Charter	3	0.00%	33.30%	0.00%	66.70%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	
Salida Middle	313	5.80%	11.90%	35.40%	30.20%	16.70%	4.80%	32.30%	25.80%	23.90%	13.20%	

Grade 8 - CST Performance Score												
Year: 2012-2013												
School	# of Students	ELA					Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	
Independence Charter	5	0.00%	20.00%	40.00%	0.00%	40.00%	0.00%	60.00%	20.00%	20.00%	0.00%	
Salida Middle	307	2.40%	7.50%	34.00%	34.00%	22.10%	4.30%	17.10%	41.10%	27.60%	9.90%	
Year: 2012-2013												
School	# of Students	ELA					Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	
Independence Charter	5	0.00%	20.00%	40.00%	40.00%	0.00%	20.00%	40.00%	40.00%	0.00%	0.00%	
Salida Middle	325	2.90%	8.80%	34.60%	31.00%	22.50%	3.40%	10.30%	33.10%	35.30%	17.80%	
Year: 2012-2013												
School	# of Students	ELA					Math					
		FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced	
Independence Charter	2	50.00%	0.00%	50.00%	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%	0.00%	
Salida Middle	338	4.10%	12.10%	29.90%	32.50%	21.30%	6.30%	10.80%	34.80%	36.90%	11.10%	

Grade 8 - CST Performance Score												
Year: 2012-2013												
School	Science					History/Social Science						
	FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced		
Independence Charter	40.00%	20.00%	20.00%	0.00%	20.00%	0.00%	40.00%	40.00%	0.00%	20.00%		
Salida Middle	4.50%	11.60%	19.50%	34.90%	29.50%	5.00%	6.30%	27.40%	33.00%	28.40%		
Year: 2012-2013												
School	Science					History/Social Science						
	FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced		
Independence Charter	0.00%	40.00%	60.00%	0.00%	0.00%	0.00%	60.00%	0.00%	40.00%	0.00%		
Salida Middle	2.60%	10.10%	19.90%	28.70%	38.80%	6.50%	6.50%	29.60%	25.00%	32.40%		
Year: 2012-2013												
School	Science					History/Social Science						
	FBB	Below Basic	Basic	Proficient	Advanced	FBB	Below Basic	Basic	Proficient	Advanced		
Independence Charter	50.00%	0.00%	50.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%		
Salida Middle	7.00%	9.90%	23.60%	30.90%	28.70%	10.40%	8.00%	25.10%	30.50%	26.00%		

Salida Union School District
Independence Charter School
Charter Petition

(Appendix B)

Curriculum

Transitional Kindergarten

- Houghton Mifflin PreK Alphafriends and Language Kit
- Pearson Education Mathematics Their Way
- Handwriting without Tears®
- The Creative Curriculum System-Literacy, Mathematics, Objectives for Development and Learning, The Foundation, Interest Areas
- Pearson Science
- Pearson History Social Science
- Conscious Discipline program that integrates social-emotional learning and discipline
- Second Step Social Skills for Early Childhood

Grade Span	Subject Area	Publisher	Title
K - 5	History Social-Science	Pearson-Scott Foresman	Social Science for California
6 – 8	History Social-Science	Harcourt Brace (Holt)	Ancient Civilizations World History: Medieval to Early Modern Times United States History: Independence to 1914
K - 5	Science	Pearson-Scott Foresman	California Science
6 – 8	Science	Prentice-Hall	California Science Explorer
K – 5	Mathematics	Saxon	
6 - 8	Mathematics	Holt, Reinhart and Winston	Holt California Mathematics Course 1: Numbers to Algebra Course 2: Pre-Algebra -Algebra I
K – 5	English Language Arts (ELA)	Houghton Mifflin	A Legacy of Literature
6 – 8	English Language Arts (ELA)	Holt	Holt Literature and Language Arts, Mastering the CA Standards
6 – 8	Online Learning		Global Student Network

Salida Union School District
Independence Charter School
 Charter Petition

(Appendix C)

Blended Learning Program Sample Schedule



Independence Charter Blended Learning Schedule

Monday	Tuesday	Wednesday		Thursday	Friday
	<div style="display: flex; align-items: center;"> 3rd - 8th Keyboarding Session I 8:30 - 9:30 Session II 9:30 - 10:30 </div>	C o m p u t e r s	<div style="display: flex; align-items: center;"> 3rd - 8th Parent/Resource Teacher Meetings </div>	<div style="display: flex; align-items: center;"> 3rd - 8th Keyboarding Session I 8:30 - 9:30 Session II 9:30 - 10:30 </div>	<div style="display: flex; align-items: center;"> 3rd - 8th Math Tutoring </div>
	<div style="display: flex; align-items: center;"> 10:30 - 12:00 Writing </div>		<div style="display: flex; align-items: center;"> ART Class </div>	<div style="display: flex; align-items: center;"> Parent/Resource Teacher Meetings </div>	<div style="display: flex; align-items: center;"> Parent/Resource Teacher Meetings </div>
	<div style="display: flex; align-items: center;"> 12:00 - 2:00 Parent/Resource Teacher Meetings </div>		<div style="display: flex; align-items: center;"> Parent/Resource Teacher Meetings </div>	Dismissed to go home for PE	
Math Tutoring 	1:00 - 3:00 Parent/Resource Teacher Meetings 	Office Time		Parent/Resource Teacher Meetings 	Parent/Resource Teacher Meetings