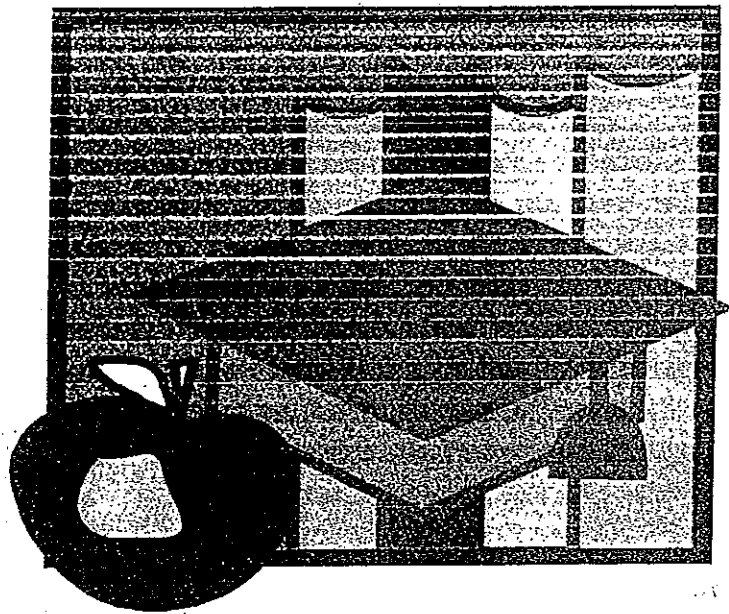


*Island Union
Elementary School
Districtwide Community
Charter*

Became a charter district October, 2000.



"Strive for Excellence"

ISLAND UNION ELEMENTARY SCHOOL DISTRICTWIDE COMMUNITY CHARTER

MISSION STATEMENT

The administrative, certificated and classified employees of the Island Union Elementary School District-wide Community Charter, hereafter referred to as the "Charter," will provide a team environment that will foster confidence in the students ability to interact academically and socially within the community. The Island Union Elementary District is hereafter referred to as "District."

The Charter will maintain a traditional small school atmosphere while promoting high expectations in a safe environment. The areas of focus will be academics, social relationships, behavior, character and physical well being.

In using the combined efforts of the staff, school board, parents and community, the students will be given opportunities to make responsible decisions, respect the rights of others, solve problems, set goals, and establish objectives for reaching those goals. It is the Charter's goal that each student becomes a life-long learner and a productive citizen.

ELEMENT I:

The Charter offers the learner, kindergarten through grade eight, an education, providing the necessary foundations for a successful high school learning experience, leading ultimately to become a productive citizen of the community in the 21st century.

The goal of the Charter is to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, be able to utilize technology, and be socially responsible.

The Charter's educational plan consists of a broad range of goals and objectives to meet the educational needs of all students. These goals and objectives are enumerated in the District's Grade Level Standards, which is a living document reflecting the dynamic changes evident in today's society, state's standards and curricular frameworks, and district selected nationally normed objective testing program.

The Charter is committed to providing services for the unique needs of all students, based on the changing demographics of the community. The Charter wishes to be in a position to take advantage of innovative ideas (i.e. Language Development Program, RSP and related special education programs; speech and language programs, Migrant, SIP, EIA, and Chapter I programs; and numerous internal programs).

This Charter will have the outward appearance similar to that of the current District. The learning process that takes place within the school day will utilize a variety of teaching methods and strategies to improve student learning. Teachers will meet on a regular basis across the grade levels to develop and use different and innovative methods and strategies to instruct their students. Individual learning plans will be established for targeted students. Parents are informed regularly as to the progress of each student. The staff fully understands and welcomes the increased performance-based accountability system.

The charter will continue to be part of the Kings County Special Education Local Plan Area.

ELEMENT II:

Student performance in the Charter shall be assessed by using a variety of means to demonstrate the extent to which pupils have attained the skills and knowledge specified in The District Grade Level Standards.

District Grade Level Standards are formulated by certificated staff utilizing community input, state frameworks and standardized assessment instrument goals (STAR). Island Union Elementary School District certificated staff shall meet periodically to review and formulate Standards to be approved by the governing board. Administration and staff shall also participate in curriculum articulation with Lemoore Union High School District and other Lemoore Area Elementary Districts.

Grade level standards currently cover Language Arts, Math, and Science. The Charter will maintain and periodically update its Technology Use Plan.

Future additions (i.e. visual/performing arts, physical education, health education and social studies) to the grade level standards will be incorporated utilizing procedures enumerated above.

ELEMENT III:

Assessment includes standardized testing (currently STAR); informal and formal parent conferences throughout the year; periodic grade level review of standards; periodic review of standardized and state assessment results for program changes, and staff assessment including, but not limited to the following:

Daily attendance	95% actual attendance
Daily work & homework	95% compliance
Special project completion	100% compliance
Completion of individual contracts	95% completion

Parent conferences

Scheduled formal conference after the first quarter and informal conferences throughout the year to include standardized test results

School progress reports

Quarterly progress reports

The Charter will use the results of the STAR Testing Program as a means of measuring student performance. The Charter will meet the growth targets as specified by the State Academic Performance Indicators.

ELEMENT IV:

The governing structure of the Charter will be directed by the District's elected Board of Trustees, consisting of five (5) members, retaining existing terms and qualifications. The current election process for the Board of Trustees will remain in place. The ultimate authority for the governance of the Charter will remain with this elected district Board of Trustees. Policies will continue to be enacted at monthly public board meetings.

The Board of Trustees will be advised of categorical funding plans by the Charter/school site council, which consists of 5 parent and 5 school site representatives. Federal requirements concerning student records will be maintained.

The Board of Trustees reviews the minutes of the Charter "sounding board," consisting of three certificated and three classified employees, to respond to the concerns of the staff.

Additionally, the Sounding Board will design its own internal communication and governing structure.

ELEMENT V:

To be creative and flexible in providing an optimal learning environment, the Charter will maintain existing district standards for all those who work with children. These standards will be reflected in the Charter's hiring practices, evaluation methods, and professional development. The District will make all hiring decisions for the Charter.

The Charter will adhere to existing state law relating to the tenure of certificated staff. Certificated staff assignments outside credential authorization will be based on mutual agreement between the administration and the certificated staff member. Past practices regarding certificated staff assignments in regard to requests will be maintained.

The administration will also recognize state laws of permanency for existing classified staff.

During the life of the Charter, the administration will have the flexibility of hiring non-certificated instructors, hereafter referred to as instructors, on a contractual basis, as

allowed by law in non-core areas where such instructors have demonstrated their competency through experience and/or education.

Instructors shall complete a district-required course in classroom behavior management.

Certificated staff will not be assigned a supervisory role over a non-certificated instructor without their permission of the certificated staff member.

The Charter will enter into agreements with local colleges and universities to become a professional development district. These agreements would allow college students in neighboring areas to do observations or student teaching in our district. This would further allow classes to be offered for student teachers and interested staff of the Charter. Furthermore, instructors would have access to the supervisors(s) of student teachers, and to course work leading to their credentials.

ELEMENT VI:

The Charter will adhere to the existing state laws regarding fingerprinting and drug testing of employees who will provide the District with a criminal record summary. The Charter will adhere to existing board policy pertaining to the safety and health of all employees and students.

ELEMENT VII:

The Charter will retain the existing grade level configuration of the District to ensure racial and ethnic balance that is reflective of the general population residing within the historical attendance area of the District.

ELEMENT VIII:

Admission to the Charter will be open to all students, and will not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. Admission preference will be given to those students showing proof of residency within the historical attendance area of the District.

The requirements for admissions shall be:

1. Student meets state minimum age requirements for admission to kindergarten;
2. Student has satisfied all state and locally required immunizations; and
3. Parent and student agree to adhere to the elements of the "Island Union Elementary School Parent/Student Compact," contained in "Attachment A" of this charter.

ELEMENT IX:

The Charter will adhere to the Island Union Elementary School District Board of Trustees' Policies and Administrative Regulation, and participate in the board's annual audit of fiscal and program operations.

ELEMENT X:

The Charter will handle student expulsion and suspensions in accordance with adopted district policies.

ELEMENT XI:

All new and existing employees will participate in STRS, PERS and Social Security, as appropriate.

ELEMENT XII:

No pupil residing within the historical attendance area of the District shall be required to attend the Island Union Elementary School District Community Charter . The District shall offer the following attendance alternative to pupils who choose not to participate or who choose not to adhere to the student/parent compact contained in "Attachment A" of this petition.

The District will assist with an interdistrict transfer for pupils pursuant to Education Code Section 46600 through agreements entered into between the District and Lemoore Elementary, and Central School Districts in which Lemoore and Central Districts unqualifiedly agree to accept the District's students who are in compliance with the receiving district's interdistrict transfer requirements. The Kings County Community School is also available to those students who come within the County Community School Mission Statement.

The above option shall be applied to those students who fail to meet the terms of the signed compact and through due process have been dismissed from the Charter. In the case of a pupil's dismissal for failure to meet the terms of the compact, the Charter shall continue to enroll the pupil until enrollment in an alternative educational program has been secured. The Charter accepts its responsibility to provide a public education to all students residing within its historical attendance area.

In the event that a parent and the District cannot agree on an alternative placement, the dispute resolution process outlined in Element XIV of this Charter shall be implemented. If after all aspects of Element XIV of this charter have been completed, a resolution of the dispute cannot be agreed upon by the affected parties, the parent may notify the State

Board of Education that the Charter did not adhere to its alternative attendance placement policy. If the State Board of Education and the State Superintendent of Public Instruction determine that the Charter did not meet the terms of this element, this failure constitutes a material violation of this Charter, the State Board of Education and the State Superintendent of Public Instruction may initiate revocation of the Charter pursuant to the revocation authority granted in Education Code Section 47607.

ELEMENT XIII:

The District will not require any employee of the District to be employed in the Charter . All employees of the District who work for the District prior to the establishment of the Charter will be offered the opportunity to work in the Charter. Once the employee signs the Charter agreement, that employee shall be deemed to be a Charter employee and not a District employee. If the Charter agreement is revoked or rescinded those employees who were employed by the District before the Charter agreement was approved and are currently employed by the Charter would then become District employees. Once the Charter begins operations, any new employees hired to work in the Charter shall be deemed to be Charter employees, not District employees, except that such employees may gain the right to return to the employment of the District if such right is granted through an employment contract or collective bargaining agreement approved by the District.

In the event of a dispute between the District and any employee related to this provision of the Charter, the dispute resolution process outlined in Element XIV of this Charter shall be implemented. If, after all aspects of Element XIV of this Charter have been completed, a resolution of the dispute cannot be agreed upon by the affected parties, the employee may notify the State Board of Education that the District did not adhere to the requirement that the District shall not require any employee to work in the Charter school. If the State Board of Education and the State Superintendent of Public Instruction determine that the District did not meet the terms of this element of the Charter and that this failure constitutes a material violation of this Charter, the State Board of Education and the State Superintendent of Public Instruction may initiate revocation of the Charter pursuant to the revocation authority granted in Education Code Section 47607.

ELEMENT XIV:

The Charter agrees to refer all complaints regarding operation of the Charter to the chief administrative officer for resolution in accordance with the District-adopted policies. Parents, students, board members, volunteers, and staff at the Charter will be provided a copy of the District's policies and dispute resolution process and will agree to work within it. In the event that the District's adopted policies and process fail to resolve the dispute, it shall be resolved by the joint action of the State Board of Education and the State Superintendent of Public Instruction, following a noticed hearing on the matter.

If the State Board of Education and the Superintendent of Public Instruction believe they have cause to revoke this Charter, they agree to notify the governing board of the District and grant the District reasonable time to respond to the notice and take appropriate corrective action prior to revoking the Charter.

The Charter 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 Board of Trustees of Island Union Elementary District School agrees to review the annual fiscal and program audit and performance report as specified in Element IX consistent with the State Board of Education's adopted policies.

ELEMENT XV:

The Charter shall be deemed the exclusive public school employer of the employees of the Charter for the purposes of the Educational Employment Relations Act.

ANNUAL REPORT OF THE GOVERNING BOARD TO THE STATE DEPARTMENT OF EDUCATION:

On or before the end of June of each year, the Charter and the District Board will prepare an annual report outlining the accomplishments, challenges, and recommendations of the Charter. General staff input to the preparation of the annual report will be integral to its completion. The District Board will present the report to the State Department of Education who will review and comment on the report and forward it to the State Board of Education.

CHARTER PROCEDURE FOR CHANGE:

The term of this Charter shall be for five (5) years following the adoption by the Board of Trustees and approved by the State Board of Education and the State Superintendent of Public Instruction, unless revoked by the State Board of Education and the State Superintendent of Public Instruction or rescinded by the Board of Trustees prior to the expiration of the Charter.

Minor refinements or clarifications of the proposed Charter during state review for approval may be accomplished by the District Site Council. Substantive changes required by state review must be approved by a majority of certificated teachers and the Governing Board of Trustees and require approval by the State Board of Education and the State Superintendent of Public Instruction.

The Island Union Elementary School Districtwide Charter Structure will operate on a non-sectarian basis in its programs, admissions policies, employment practices, all other operations, and shall not charge tuition. It will not discriminate against any person based in whole or in part on ethnicity, national origin, gender or disability.

Attachment A:

**ISLAND UNION ELEMENTARY SCHOOL
DISTRICTWIDE COMMUNITY CHARTER
PARENT/STUDENT COMPACT**

The purpose of this compact is to encourage the development of responsibility and respect in the students of this Charter, which will help each one become a lifelong learner and a productive citizen of the community.

THE CHARTER:

- 1. Acknowledges the right of parents to participate in decisions affecting their children, and agrees to:**
 - a. provide periodic reports on student progress**
 - b. consult with parents concerning any marked changes in student performance or behavior**
 - c. respond promptly to parent phone calls and requests for conferences**

- 2. Affirms its obligation to provide a quality educational opportunity for each child by:**
 - a. considering and responding to individual needs of children and their families**
 - b. providing a strong curriculum, preparing children for the future**
 - c. providing competent personnel who demonstrate a caring attitude toward children**
 - d. maintaining a safe and secure school facility, and an atmosphere conducive to quality education**

- 3. Agrees to welcome parents as full partners in the educational process by:**
 - a. providing opportunities for parents to assist in making important decisions regarding school policy within the parameters of Board policy**
 - b. encouraging parent visitation and participation in school activities**
 - c. providing numerous and varied opportunities for parents to volunteer.**

PARENTS AGREE:

1. That supervision of a child is the joint responsibility of the school and the parent, and will:
 - a. supervise and assist in the completion of homework
 - b. support and reinforce the school's conduct and dress code
 - c. support regular attendance and promptly observe opening and closing times of the instructional day

2. To communicate promptly and courteously with the school, beginning with the classroom teacher:
 - a. regarding concerns about student performance, instruction, and other issues
 - b. informing the school of matters that may affect the student's performance or behavior at school

3. To participate in the on-going life of the school community by:
 - a. attending, as often as possible, school events, including but not limited to:

School Performances	School Functions
Back-to-School Night	Booster Functions
Parent/Teacher Conferences	Open House

 - b. providing volunteer service to the school each year in as many of the following as possible:

Book Fairs	Picture Day
Chaperons	Booster Club
Classroom Help	Booster Representative
Graduation Functions	Ice Cream/Bake Sales
Fund Raisers	Sports Events
Take-Home Projects	Room Parent
Library	

STUDENTS WILL:

1. **Recognize that they have the ultimate responsibility for their learning, and that they will:**
 - a. **attend school regularly and promptly observe opening and closing times of the instructional day**
 - b. **diligently pursue their studies at school and at home**
 - c. **complete all work to the best of their ability**

2. **Maintain a high level of conduct at all times, and**
 - a. **demonstrate a high level of respect toward school employees, other adults on campus and fellow students**
 - b. **demonstrate respect for school property and the property of others**
 - c. **follow school rules**
 - d. **demonstrate respect for their parents and their community**
 - e. **abide by the District conduct and dress code**

3. **Make a positive contribution to the school and community by:**
 - a. **setting a model for others to follow as outlined in the District conduct and dress code**
 - b. **contributing to the service of the school or to mutually agreed public services, extra curricular activities, and community involvement each month, such as:**

**Cafeteria Volunteering
Music and Dance Programs
Senior Center Events
Set-up/Take-down Events
Food Drive**

**Recycling
School Beautification
Fund Raisers
School Activities
4-H**

WITHDRAWAL AND DISMISSAL:

Parents and students may withdraw from this compact at any time and arrange for attendance at a cooperating adjoining district.

Should the parents or student represented in this compact consistently fail to meet one or more of its provisions the school will initiate dismissal proceedings against the student. Prior to dismissal, the following due process steps will be observed after appropriate prior notification:

1. The student and his/her parents will be notified in writing of the administration's reasons for the recommendation of dismissal,
2. A hearing will be held before an Administrative Review Committee, at which both the school and the parents will have the opportunity to present evidence and testimony supporting or opposing the recommendation. The Administrative Review Committee will make a final recommendation regarding dismissal, or a lesser alternative.
3. The parent may appeal the recommendation of the Administrative Review Committee to the governing School Board. The appeal must be filed within ten (10) days after receipt of the Administrative Review Committee's recommendation. The governing School Board's decision will be final.
4. Parents and/or Charter will initiate an alternative education placement for the pupil pursuant to Element XII of the Charter petition.
5. If the cause for dismissal is addressed in the Districts' Expulsion policy, the District policy for student expulsion shall be implemented.

Please return to the school office.

We, the undersigned, agree to the terms of the compact.

Student's Signature

Print Student's Name

Grade Level 2000-01

Parent's Signature

Print Parent's Name

Date

Authorized School Representative's Validation Signature

Date