

GLACIER HIGH SCHOOL CHARTER
A California Public Charter School
Charter Petition

Approved by the Western Sierra Charter Schools Board: 9/28/2016

Approved by YUSD: 12/12/16

Term: July1, 2017-June 30, 2022

Assurances and Affirmations

Glacier High School Charter (“GHSC” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Glacier High School Charter (GHSC) shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
- It shall not charge tuition.
- It shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- GHSC shall admit all pupils who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to the Charter School shall not be determined by the place of residence of a pupil or his or her parent or guardian within the State except as provided by Education Code Section 47605(d)(2). Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C).
- GHSC shall comply with the Brown Act.

- GHSC shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- GHSC shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- Western Sierra Charter Schools shall be deemed the exclusive public school employer of all the employees of the Charter School for the purposes of the Education Employment Relations Act (EERA). WSCS shall comply with the EERA.
- GHSC shall meet all state standards and conduct the pupil assessments required by California Education Code Sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
- GHSC shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
- GHSC will ensure that teachers in GHCS hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by law, flexibility may be given to non-core, non-college preparatory teachers.
- GHSC will, at all times, maintain all necessary and appropriate insurance coverage.
- GHSC will comply with all laws related to the minimum age of public school enrollment.
- Western Sierra Charter Schools (“WSCS”), a California non-profit public benefit corporation, shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act.
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

- GHSC shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- GHSC shall comply with any jurisdictional limitations to locations of its facilities.
- GHSC shall comply with all applicable portions of the Elementary and Secondary Education Act.
- GHSC shall comply with the Public Records Act.
- GHSC shall comply with the Family Educational Rights and Privacy Act.
- GHSC shall meet or exceed the legally required minimum of school days per year.

Charter Renewal

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal set forth in Education Code Section 47607(b): In 2013, the last year of the Academic Performance Index, GHSC had a 799 API. Additionally, GHSC met its growth target of 5 API points from the prior year and was ranked 7 on the 2013 API statewide comparison. (Education Code Section 47607(b))

Element 1: Educational Program

Glacier High School Charter Vision and Mission Statement

Glacier High School Charter's Vision:

The vision of GHSC is to create a rigorous, dynamic and accountable learning community that is built upon voluntary association, parent leadership, personalized student learning, and high academic standards for all students.

Glacier High School Charter's Mission is to:

- Inspire students to learn and grow to their potential and become responsible contributing community members.
- Assist parents in the education of their students.
- Provide the community with a valid educational alternative.
- Equip rural high school students with two kinds of literacy necessary in the 21st century; the ability to read, write, speak, and calculate with

clarity and precision and the ability to participate passionately and responsibly in the life of the community. The Glacier High School Charter will enable students to become literate, self-motivated, lifelong learners by providing student-centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community.

We will seek to support this mission by:

- Serving as a liaison between the community and the home schooling family; demonstrating to the community the educational soundness and viability of publicly funded, parent-directed education for students.
- Providing a supportive, encouraging environment through high quality teaching resources, mentoring, opportunities for networking, and a structure to support their educational objectives.
- Providing students with learning resources and an environment for enrichment opportunities that encourage them to become self-motivated, life-long learners.

Purpose and Target Student Population

GHSC will meet the needs of students who, together with their families, have decided that a home-based, family-centered style of education best suits them. Research, history, and our own experience have shown that parent led education, with parents assuming the role of teachers, creates an effective and successful environment for educating children. Parents are natural teachers. Those who take a hands-on leadership role with their own children expand their loving, nurturing environments to facilitate their child's involvement in learning. These parents know and understand their children better than anyone else.

How Learning Best Occurs

GHSC believes that learning best occurs when parents exercise their necessary and proper role of authority, leadership, supervision and care in the life of their children. Formal education is nothing more than a component part of the wider parental task of raising and preparing children for mature adulthood. Parents, within the family, establish generational vision, cultural identity and personal belief commitments, life goals, and academic priorities. Additionally, it is best within the family to establish the personal character attributes of hard work, sacrifice, risk, deferred

gratification, and perseverance. Therefore, GHSC's purpose is not to take over the parental task of educating their children but rather to come along side and support the parent in the academic process of ninth through twelfth grade schooling. The parent provides the long-range personal goals for their child and facilitates the daily, hands-on learning process. The school provides support for the parent and the student in the form of goal setting, expert advice, learning assessments, rich and varied curriculum and many optional classroom/ group-learning opportunities.

Educated Person in the 21st Century

To be an educated person in the 21st century, one must have:

- The foundational skills - reading, writing, mathematics, speaking, and listening skills.
- Thinking skills - creative thinking, making decisions, solving problems, being able to look at issues from different perspectives, knowing how to learn, reasoning/logic skills.
- Personal qualities - personal responsibility, self-discipline, goal orientation, personal humility, commitment to truth, conviction of right and wrong and love and respect for others.

Concurrently with these foundational skills, a student must also learn how to:

- Manage resources - time, money, materials, and space.
- Develop interpersonal skills - work with teams, be able to teach others, lead others, work well with people from different backgrounds.
- Deal with information - acquire and evaluate data, organize and maintain files, interpret and communicate effectively, use computers to process information.
- Use different systems - to understand social, organizational, and technological systems, monitor and correct performance, design or improve systems.
- Use technology - select appropriate equipment and tools, apply technology to specific tasks, maintain and troubleshoot technologies.

Educational Program:

Glacier High School Charter serves those California students residing in Madera County and its adjacent contiguous counties for ninth through

twelfth grade. Parents of these students are seeking a unique educational environment with academic desires which may include:

- A supportive parent led, personalized learning experience.
- Belief that their child's academic needs, whether it be for a more challenging curriculum, a slower-paced curriculum, or a more integrated curriculum, can be met through an individualized education.
- Belief that individual social or emotional needs of their student are best met through a home based program.
- A unique educational philosophy.
- Feel that the acquisition of traditional family values is an integral part of their child's education.

Glacier High School operates a program that has come to be known as "personalized learning". Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. As a school we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the school works with them as individuals. This methodology, both curricular and instructional, is built around each student's needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student's educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student's academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student's needs. The PLP process is a thorough, formal but personal system that meets each student's academic needs in a very precise, individual and responsive way.

Glacier High School believes that incorporating and empowering parents within the educational process is critically important, and is an essential part of how we operate as a charter school. The parents' priorities, their leadership and their daily hands-on involvement are essential to the progress and success of each student. This involvement is guided by a credentialed

teacher who has also been trained as an advisor, counselor, and curriculum specialist. The advising teacher works closely with both the student and the parents through frequently scheduled meetings. The advising teacher serves as an instructor, guide and counselor for the student's entire learning program. This provides great continuity for the student's overall educational program. The advising teacher insures that each student's learning needs are assessed appropriately, that their goals are both rigorous as well as reasonable and that the student is progressing toward the personalized learning goals.

This personalized learning methodology is implemented in a variety of ways. Students at GHSC are provided with options for Common Core State Standards ("CCSS") aligned direct instruction in Mathematics, Science, English/ Language Arts and Art. Students are also provided with high quality CCSS aligned curriculum and instructional materials which students utilize independently. Glacier High School Charter provides a multiple measures approach in assessing every student. Each student's progress is continually monitored through a variety of assessments. These assessments include the annual State Smarter Balanced Assessment and the Let's Go Learn online assessment program. Many students also participate in the PSAT, the SAT, and the ACT. This information is regularly evaluated and shapes the student's personalized learning plans.

Our curricular program supports the ability to create programs that serve pupils of diverse learning needs, ability, and backgrounds. We offer a wide selection of CCSS-based curriculum that supports independent learning. This personalized curriculum emphasizes learning responsibility from students, multiple assessment methods, learning style, pace, and preferences. Our curriculum requires frequent one-on-one interaction with those instructing our students, greater parental involvement, and direct pupil decision making participation. Our personalized learning model blends learning environments both within and beyond the classroom, including on-site classes, home-based instruction, online instruction, and community-based instruction.

Glacier High School is accredited by the Western Association of Schools and Colleges. All of Glacier's courses are transferable to other California public schools. Glacier High School annually publishes a Student and Parent Handbook which provides information regarding Glacier's course offerings that are approved by the University of California as prerequisites to entrance to a University of California University or a California State University.

Students and their parents meet with their advising teacher on a regularly scheduled basis, at least once every twenty school days. At this meeting the student's learning objectives are established for the next learning period, assignments are given, the student's completed work is reviewed and assessed by the advising teacher, the parent is provided guidance as needed and the student is provided tutoring. At the beginning of the school year each student is assessed with the Let's Go Learn assessment program. The results of this assessment help guide the student's academic program for the year.

Students of GHSC will demonstrate the following skills upon graduation:

I. Core Academic Skills

Students will demonstrate appropriate age or grade-level mastery of:

History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects which the staff and school governing board deem appropriate.

Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

Underlying and utilized throughout each of the above stated core subject areas will be other important academic skills such as: critical thinking skills: e.g., problem-solving, analyzing, and applying knowledge) the ability to effectively use technology.

- Creative expression through various forms of the arts, e.g., music, visual/studio arts, drama, and dance.
- Knowledge of pertinent issues of health and the development of physical fitness.

2. Life-Long Learning Skills

Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

- Study skills and habits, e.g., note-taking, library research skills, studying strategies.
- Ability to plan, initiate, and complete a project.
- Ability to reflect on and evaluate one's own and others' learning.
- Job readiness and career development skills (e.g., developing resumes, job internship skills).
- Higher education continuance skills (e.g., college applications, financial aid forms).

3. Social Skills and Life Skills

Students will develop skills necessary for a healthy adult life, which may include:

- Strong citizenship and leadership skills by participating in student government or other areas of personal interest within the community.
- Ability to collaborate and work effectively with others in cooperative groups.
- Personal financial management skills (e.g., budget development, balancing checkbooks).

The outcomes will be further subdivided into specific content area and "classroom-level" skills and that individual students' progress toward achieving the graduation outcomes will be measured by certain benchmarks as indicated by the type of Graduation standard desired.

Types of Matriculation

Glacier High School Charter will offer two graduation certifications as follows:

1. Certificate of completion:

The certificate of completion will be awarded to any student who completes four years of work as agreed upon by the parent, student, and charter teacher and completes at least 260 credits.

2. Graduation Diploma:

The graduation diploma will be awarded to any student who completes four years of work as agreed upon by the parent, student, and charter teacher, and completes at least 260 credits that includes:

- 4 years of English
- 3 years of Social Science (including World History, Cultures and Geography US History; and US Government/Economics)
- 3 years of Mathematics including Algebra
- 2 years of science including 1 year of Physical Science and 1 year of Life Science
- 1 year of Fine Arts – visual, performing arts (music or drama), or foreign language
- 2 years of Physical Education
- 1 semester of Health
- 3 years of electives to total 260 credits

Student to Teacher Ratio

The total “full time equivalent” (FTE) ratio of students to teachers for Glacier High School shall not exceed 25:1 as defined by Education Code Section 51745.6 (e). However, any individual full-time Charter School teacher’s assigned student load will vary based upon Charter School and student needs.

Serving Students with Disabilities

GHSC shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act

("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

GHSC shall be categorized as the local educational agency (LEA) for the purposes of special education in accordance with Education Code Section 47641(a).

GHSC shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

GHSC shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by GHSC shall be accessible for all students with disabilities.

LCFF/ LCAP - 8 state priorities as related to the Educational Program:

(Please refer to Attachment A)

Element 2: Measurable Pupil Outcomes

Annual individual goals and objectives for each student will be written collaboratively by student, parent and charter teacher. The basis for these will be Glacier High School Charter's high school graduation requirements. Those requirements shall be based upon the state standards and have been developed to align to the state standards. This will be accomplished with the understanding that the nature of homeschooling may require modification of the goals and objectives throughout the school year. Student progress toward completion of goals will be monitored every 1 to 4 weeks by the charter teacher.

Students wishing to enroll in a public university in California will have the opportunity to pursue a course of study at the Glacier High School Charter that meets the "A-G Requirements."

The measureable student outcomes of Glacier High School Charter include but shall not be limited to the following:

Goals	Measurement
Students will be encouraged to be self-motivated, competent, and lifelong learners through self-directed learning opportunities that are initiated and pursued by the student and parent. This sense of ownership will be enhanced through activities, special classes, and field trips that reflect the parent and student interests.	<ul style="list-style-type: none"> • Student Personalized Learning Plan (PLP) Portfolios • Class enrollments • Annual survey responses • School instructional schedule
80% of students, school-wide and in all numerically significant pupil subgroups, will show one year's growth according to state testing data.	<ul style="list-style-type: none"> • CAASPP results
80% of students show ongoing progress toward meeting graduation requirements.	<ul style="list-style-type: none"> • Student PLP portfolios • Student transcripts
80% of our students participating in the Let's Go Learn assessment will show improvement through each academic year.	<ul style="list-style-type: none"> • Let's Go Learn results
Demonstration of knowledge and academic skills attained across major subject areas through integrated learning	<ul style="list-style-type: none"> • Student PLP portfolios • Journal summaries • Presentations • Teacher observations

Element 3: Methods of Measuring Student Progress

The methods by which student progress may be assessed are:

- Collection and review of student work every 1 to 4 weeks.
- Demonstration of skills (oral reading, oral and visual presentations, summative projects, acting, athletics, etc.).
- Parent/teacher and charter teacher observation and formal and informal assessments.
- The Let's Go Learn assessment

- Participation in the required state testing.
- Annual Personalized Learning Portfolio.
- Monthly journals summarizing student learning (work, activities, practice, accomplishments, etc.) (optional).
- Other tests (to be determined).

Charter teachers will record the assessments of individual student work in the GHSC Personalized Learning Plan. These plans will be placed in the students' Personalized Learning Portfolio and kept on file in the Glacier High School Charter's office.

Element 4: Governance

Western Sierra Charter Schools, a California Non-Profit Public Benefit Corporation, will govern the Glacier High School Charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

The Charter School will be governed pursuant to the Bylaws adopted by WSCS's Board of Directors, and subsequently amended pursuant to the amendment process specified in the Bylaws. The Board of Directors' major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs, and hiring, firing and evaluating the top administrative staff. WSCS's Board of Directors will include qualified staff, parents and community members. This shall be the primary means of ensuring parental involvement in the governance structure of the Charter School. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors in a non-voting capacity.

The Board of Directors will be composed of representatives of the following constituencies:

- a. Two parents of Mountain Home School students
- b. Two parents of Glacier High School students
- c. One teacher from Mountain Home School
- d. One teacher from Glacier High School
- e. One representative of the Yosemite Unified School District Board
- f. One community member
- g. The Executive Director of Western Sierra Charter Schools

The Board of Directors will evaluate the GHSC program annually. They will look at all aspects of the school program, its effectiveness, and its compliance with the charter. The WSCS Board of Directors will be responsible for recommending changes to the program and for recommending amendments to the charter. All recommended amendments to the charter will require a majority vote of the Board of Directors. Material amendments to the charter must ultimately be approved by the Yosemite Unified School District Board of Trustees.

The Executive Director of Glacier High School Charter, or his or her designee, may report to Yosemite Unified School District Board of Trustees at its regular board meetings.

As the Glacier High School Charter is a public entity and its officials are considered to be public officials with the State's public school system, Glacier High School will make every effort to avoid conflicts of interest in all of its actions. Given that the unique character and purpose of charter schools often results in employees serving on governing boards, the Charter School will not be expected to maintain an absolute ban on contracts between the Charter School and any Governing Board Members, which would preclude such service by employees. Rather, Glacier High School agrees that, at a minimum, it shall comply with the conflict of interest laws governing California non-profit public benefit corporations. (Under the non-profit corporation standards, for example, up to 49% of the governing board may be "interested", although they cannot vote on those matters in which they have an interest. Thus, if a teacher serves on the Charter School Governing Board, that teacher may not vote on or participate in decisions on teacher salaries, benefits, raises or conditions of employment.)

Parent Involvement

GHSC is built from the ground up on parent leadership. We do not seek merely to recruit parents to help us accomplish our plans and purposes as a school. Rather we understand our role to be to help the parents accomplish their plans and purposes with their students. The GHSC methodology requires parents to be dedicated to their child's education in a daily, hands-on way. We maintain an open-door philosophy to encourage parent input in planning, teaching, and organizing the GHSC program. The Western Sierra Charter Schools Governing Board includes four parents on its nine-member board. Furthermore, as part of their agreement with the school, parents (or assigned responsible adult) will:

- Participate in an orientation meeting with the staff to discuss parent responsibility and to determine goals and objectives for their individual students.
- Oversee their children's education in all subject areas, keep a record of studies, and keep a file of student work.
- Schedule appointments and meet with the charter teacher and student at least once every one to four weeks, bringing record of studies and samples of work for each student.
- Be strongly encouraged to participate in a minimum of one school sponsored event or activity per semester.
- Stay informed of current events and activities offered at the school by any or all of the following means:
 - Reading GHSC monthly newsletter.
 - Checking the School website
 - Listening to the school "all call" phone messages.
 - Noting the school bulletin board for information.
 - Checking the individual family "mailbox" for messages.

Element 5: Employee Qualifications

All GHSC core teachers must hold a valid California teaching credential as well as a knowledge and experience base identified on the job description of a charter school teacher.

WSCS may also employ or retain non-certificated instructional support staff in any non-core, non-college preparatory course 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. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

Element 6: Health and Safety Procedures

The Glacier High School Charter will comply with the provisions of Education Code 44237 and 45125.1 regarding fingerprint and background checks for employees and contractors. Employees and students will be required to maintain all health and immunization standards and records, and other records as required by Education Code Section 49406, Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Credentialed employees must be trained in first aid and CPR.

GHSC has adopted a set of Health and Safety policies that contain information about how the Charter School will provide health screenings required by law.

Element 7: Racial and Ethnic Balance

Glacier High School Charter will strive to maintain racial and ethnic balance among its pupils that is reflective of the general populations within the territorial jurisdiction of the District.

Element 8: Admissions Requirements

GHSC requires enrolled students to be residents of California and residing in Madera County or its adjacent counties.

Admission will not be determined according to the place of residence of the students or parents, however, preference will be given to students residing within the Yosemite Unified School District

Prior to students and parents being enrolled into Glacier High School Charter, they will be required to:

- a. Read the Glacier High School Charter philosophies as outlined in the GHSC Parent Handbook.
- b. Verify that their participation in the charter school is

strictly voluntary.

- c. Sign an agreement that must stipulate all of the following:
 - 1) Parents, or other responsible adults, must be available to assist the student in reaching educational goals.
 - 2) Parent, or other responsible adults, will be involved in academic support.
 - 3) Parents, or other responsible adult, and student must attend scheduled progress meetings.
 - 4) Parent will sign and promptly submit monthly attendance records to school attendance clerk.

In the event that applications for enrollment exceed school's capacity a public random drawing for admission shall be held. Currently enrolled students will be exempt from the drawing and are guaranteed admission for the following year. Preference shall be extended to siblings of students currently attending the charter school and pupils who reside in the District.

Element 9: Independent Financial Audit

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Western Sierra Charter Schools on behalf of Glacier High School Charter will arrange for an annual audit. The audit will be prepared by a qualified Certified Public Accountant who has educational institution audit experience and is approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment, accounting practices, and review the Charter School's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. WSCS administrative staff will review any audit exceptions or deficiencies and report to the WSCS Board with recommendations on how to resolve them. The WSCS Executive Director will report to YUSD regarding how the exceptions and deficiencies have been or will be resolved, to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

Element 10: Suspensions and Expulsions

Students of the GHSC may be disciplined or dismissed from the charter school for persistent noncompliance with the terms of this charter and the independent study master agreement. The procedures for discipline and dismissal are outlined in the Charter School’s Student and Parent Handbook.

Element 11: Retirement Systems

All certificated employees of Glacier High School Charter will participate with the State Teachers’ Retirement System (STRS) or the Public Employees Retirement System (PERS) as appropriate. All non-certificated employees of Glacier High School Charter will participate in PERS and federal social security.

WSCS will ensure that appropriate arrangements for coverage have been made. Further, WSCS will ensure that all other employee and payroll related matters including; workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer will be processed appropriately.

Element 12: Public School Attendance Alternatives

No student may be required to attend the Charter School. Students who

reside within the boundaries of YUSD who choose not to attend GHSC may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in GHSC will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Return Rights

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at GHSC will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of GHSC will be considered the exclusive employees of Western Sierra Charter Schools Inc. and not of the District, unless otherwise mutually agreed in writing. As a general rule, GHSC will recognize up to five years of prior service credit. However, GHSC may recognize more years of service depending on the needs of the school at that time. Sick or vacation leave at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution

- **Intent**

The intent of this dispute resolution process is to: (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and

timeline so as to avoid disputes regarding oversight and renewal matters.

- **Disputes Arising from within the Charter School**

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School. If the District receives any complaints about the Charter School, it shall promptly forward them to GHSC.

- **Disputes between the Charter School and the District**

In the event that the Charter School or the District have disputes regarding the terms of this charter, both parties agree to follow the process outlined below.

In the event of a dispute between the Charter School and the District, the staff and governing board members of the Charter School and District agree to first frame the issue in written format and refer the issue to the Superintendent of the District and Executive Director of GHSC.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of the Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be binding.

Element 15: Closure Procedures

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The Executive Director of the Charter School, or other person as determined by the Board, shall be responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the Yosemite Unified School District, the Madera County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit

completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

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

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

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Miscellaneous Provisions

Budget and Financial Reporting

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

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

Location

Glacier High School's primary location for all educational and administrative services is in Madera County within the geographical boundaries of Yosemite Unified School District. The address is: 41267 Highway 41, Oakhurst, CA. Additionally, pursuant to Education Code Section 47605.1 (c), Glacier High School operates an educational resource center in Fresno County within the geographical boundaries of Fresno Unified School District. The address is: 777 W. Shaw Ave., Fresno, CA 93704.

Administrative Services

The GHSC will provide or procure its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Oversight and Renewal

The Yosemite Unified School District may inspect or observe Glacier High School Charter as necessary pursuant to Ed. Code Section 47604.32 and 47607. Glacier High School shall meet the minimum academic performance requirements for renewal pursuant to Ed. Code Section 47607.

Term of the Charter

The term of this charter shall begin on July 1, 2017 and expire five years June 30, 2022.

Material Revisions

Any material revisions to this charter shall be made upon the mutual agreement of the governing boards of the Charter School and the District. Material revisions shall be considered pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter contract 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 Yosemite Unified School District and Western Sierra Charter Schools. The District and School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.