

Laurel Tree Charter School

Creating the Education We Want For Our Children

*Rigor * Relevance * Relationships * Responsibility*

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Charter of the Laurel Tree Charter School

Submitted March 2011
to the Northern Humboldt Union High School District
1300 Murray Road, McKinleyville CA

For further information, please contact:

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INTRODUCTION TO THE PETITION

This proposal establishes a charter school called the Laurel Tree Charter School operated as a California nonprofit public benefit corporation for educational purposes, under the charter umbrella of Northern Humboldt Union High School. Laurel Tree Charter School will be located within the territorial jurisdiction of the Northern Humboldt Union High School District with support services as designated and delineated through a mutually agreed upon Memorandum of Understanding (MOU). Laurel Tree Charter School will provide a voluntary public school educational choice for parents with students in grades K-12 who choose to have their children educated in an alternative learning environment. The school is scheduled to open in the fall of the 2011-12 school year.

Legal Affirmations

The Laurel Tree Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of physical or mental disability, gender, nationality, national origin, color, race or ethnicity, religion, medical condition, sexual condition, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils and their siblings who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Comply with all laws establishing minimum age for public school attendance.
- Not require any child to attend the charter school nor any employee to work at the charter school.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the charter school without graduation 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.

PETITION FOR THE ESTABLISHMENT OF A CHARTER SCHOOL

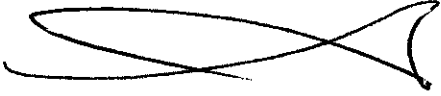
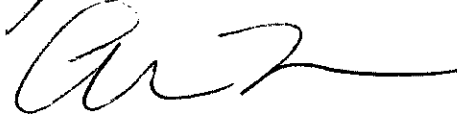
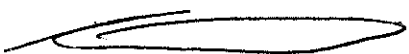
We the undersigned believe that the attached charter merits consideration and hereby petition the Board of Education of the Northern Humboldt Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Laurel Tree Charter School. Laurel Tree Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act of 1992 and the provisions of the school's charter. The petitioners listed below certify that they are credentialed teachers who are meaningfully interested in teaching at the school.

By the Lead Petitioner:

<u>Brenda Sutter</u>	<u>Brenda Sutter</u>	<u>3/5/11</u>
Name (please print)	Signature	Date

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Board of Education of the Northern Humboldt Union High School District.

By the Petitioners:

<u>Alise Eckenrode</u>	<u>Alise Eckenrode</u>	<u>3/5/11</u>
Name (please print)	Signature	Date
<u>Maren Goodman</u>		<u>3/6/11</u>
<u>Tom / G</u>	<u>Dan S Equiness</u>	<u>3/6/11</u>
<u>Josh Nikolauson</u>	<u>Jh Nikolauson</u>	<u>3/6/11</u>
<u>Amber Ryno</u>		<u>3/6/11</u>
<u>Sienna Kimbell</u>		<u>3/6/11</u>

**Charter of the
Laurel Tree Charter School - Northern Humboldt
Union High School District
A California public charter school**

The Charter Proposal

A. The Educational Program.

Our mission is to create a sustainable model of education that provides all students with accessible curriculum based on college preparatory standards, while developing life and social skills in a mixed-age setting. This setting will allow us to serve students who are working within a wide range of academic levels and social abilities.

Laurel Tree Charter School will serve approximately one hundred students, kindergarten through twelfth grade, in an on-site program, with the potential of an additional 10% of our students through independent study. Currently, our projected population includes nearly 25% of students with documented special education needs, who receive specific special education services. In addition, another 35% of our projected students will receive research-based Tier One educational interventions, and/or curriculum accommodations and modifications, within the mainstream classroom. We also project that approximately 55% of our students will qualify for free or reduced-fee lunches. Native American, Hispanic, and Hmong students are represented in the area that we serve. The population that is drawn to our program is one that might not do well in a traditional school setting but would thrive in a small, community based environment. Students that need the flexibility of more support, or the challenge of more rigor can find that in our flexible, familial, and holistic setting.

In order to meet the needs of this projected population, our student-to-teacher ratio will be no higher than 18:1. Current interest in our school indicates that one Resource Specialist Teacher and two full-time one-on-one resource aides will be required to meet the needs of our expected student population.

With our small class sizes and Resource support, we will be able to accommodate the educational needs of our diverse population. Mixed-age classes and flexible scheduling will allow students who are far ahead or far behind their age group to work at their own ability levels within the general education classrooms. Students with Individualized Education Plans will have access to the Resource Specialist Program. Our varied teaching strategies will help students learn in all modalities, whether they learn best from direct instruction, project-based curriculum, group work, direct action, teaching others, or independent exploration.

In addition to direct instruction, instructional strategies most likely to meet the needs of our students include differentiated instruction, experiential hands-on learning, mixed-age groupings, and peer tutoring. We will incorporate a multitude of learning modalities into each lesson.

Our curricula will be founded in real-life experiences and problems. As much as possible, students will be required to apply what they learn in order to investigate and confront authentic situations. For example, students could design and build a grey water system for the school site, travel to Mexico to be immersed in another language and culture, create and implement a native plant garden as part of their sustainability training, create original business plans to study economics, or write college entrance essays as part of their English language arts curriculum. When school applies to their lives, students will be invested and engaged in the learning process.

Learning occurs best when students:

- Hold themselves and others accountable for meeting high, clearly communicated standards for behavior and academics
- Receive consistent adult support
- Have curricula tailored to their developmental needs
- Interact with people of all ages as a basis for cognitive growth
- Learn in a dynamic, flexible, student-centered environment
- Find directed and elected subjects meaningful
- Feel safe and successful
- Learn specific skills necessary to be a community member
- Experience opportunities for learning outside of the classroom
- Encounter a mixed-age setting with opportunities to learn, teach, care for, and be responsible for others

In order to be educated people in the 21st century, our students will need to have:

- Strong skills in the core areas of language arts, mathematics, science, social studies, and fine arts
- The ability to find and synthesize information from a variety of sources
- Critical thinking skills to analyze information
- A knowledge of existing technology and facility for adapting to changing technologies
- Specific training in mediation, listening, leadership, and teamwork skills
- An understanding of other cultures and places
- An understanding of environmental issues and of how to lead a more sustainable life

Special Focus - Becoming A Sustainable School

Students will engage in the forward-looking principles of permaculture and sustainability. To live sustainably requires foundations of cultural ingenuity, community will, and an intimate knowledge of the place in which we live. Beginning with these foundations, we as teachers must give our students the skills they will need to succeed in a changing world.

Permaculture creates sustainable systems that focus on Earth care, people care, and a fair share for all those involved. These principles, along with a focus on sustainability, will be interwoven into our school culture, into how we teach academics, and into how we define individual success. This will be a school-wide endeavor, involving all students, teachers, families, and the local community. The endeavor begins with thoughtful observation; continues with the identification of project goals, design, implementation, and maintenance; and must always include ongoing evaluation. In order to move towards greater sustainability, our students will learn Civil Society Skills and participate in Community Sustainability practices.

Civil Society Skills. Students will receive training that will enable them to be successful members of a participatory democracy. Students will

- Use peer mediation for conflict resolution
- Lead and work in mixed-age groups
- Create and sustain positive, meaningful relationships
- Participate actively in the school community and beyond

Community Sustainability. Students will develop an understanding of the principles of permaculture and sustainability through active participation in the school's systems of sustainability. Students will

- Maintain a school garden
- Cook with ingredients from the garden
- Manage the care of school animals
- Maintain permaculture systems

Academic Curriculum

Laurel Tree's academic structure will be based on multi-graded classrooms within primary, middle, and high school groups. Students will work in small, mixed-age classes based on their developmental and social needs, rather than on specific age or grade levels. The primary class will consist of students in kindergarten through fourth grades, the middle school program will consist of students in fourth through eighth grades, and the high school program will consist of students in eighth through twelfth grades. Groupings will be flexible: if students are ready to do more challenging work, they will advance to the next level. If students need more support in a

specific subject, they will receive the support needed, regardless of their age or grade level. For example, if a student needs practice with decoding skills, she could be in the lower primary class during English, while joining an advanced primary class for math.

Mixed age groups allow for differentiated instruction and cross-curricular planning. This will enable all students to access developmentally appropriate concepts in all subject areas. This system facilitates the transition of academic culture from new to returning students, and it allows students to learn from one another through peer tutoring. It also provides long-term continuity of relationships, and the opportunity for teachers to gain a deep understanding of their students' needs.

We will use research-based instruction and intervention programs, supplemented with teacher-generated curriculum, to serve the needs of specific students and groups. Teachers will use students' current educational and developmental stages to design effective, relevant curriculum which meets student needs and scaffolds for further development.

Laurel Tree will continually examine and refine its curriculum and instruction over time as the instructional staff observes what is working well and what is not, and tries new approaches. Curricular modifications will be based on evidence of effectiveness and alignment with the school's mission. In addition to textbook curricula, teachers will develop experience-rich, standards-based curriculum for each subject and class level. The Administrative Team will meet together on Fridays to plan and evaluate teacher-created curriculum.

Following are program and curriculum descriptions for each academic subject we will teach. For specific examples of curriculum we will use, please refer to section C: Methods to Assess Pupil Progress toward Meeting Outcomes.

English

The goal of Laurel Tree Charter School's English program is to instill a love of reading, writing, listening, and speaking in our students. Students will become proficient in these skills, and understand their importance and application to the real world. As a kindergarten through twelfth grade program, we will guide our students through basic phonemic awareness skills to discussing and performing classic works. We will consider all teachers to be English teachers, and will collaborate on how particular language arts skills can be taught across the curriculum. For example, reading a textbook, skimming and summarizing, and answering a question in a complete sentence are skills that can be explicitly taught in science. Writing an essay or taking notes on a research project can be explicitly taught in history.

Primary English will equip students with the skills they need to be successful in their future English classes, as well as nurture a love of reading and writing. Students will begin with an English program that balances whole language and phonics and allows students to learn in a kinesthetic, musical, and creative environment. As students gain an understanding of letters and sounds, they will work in journals for free writing, read and respond to grade appropriate children's literature books, and write about topics important to them. Students will learn about story structure as they read and write their own works and explore poetry through reading well known poems and writing original poems. Students will participate in novel studies, reader's theater, and creative writing projects.

Our middle school and high school English programs will use many learning strategies, including novel studies, theater productions, and the writer's workshop model. Within these strategies, teachers will provide direct instruction in standards-based skills. Students will have access to and instruction in word processing, as well as other technologies (voice thread, blogs, websites, podcasting, HTML coding, PowerPoint) for publishing finished work.

Seeing, reading, and performing plays will be a central part of the English curriculum. Students will have the opportunity to study complex text thoroughly and to practice their reading skills as they rehearse and memorize their dramatic roles. As part of regular classroom instruction, we will provide students with reading material at their level, with access to reading interventions when appropriate.

Science

Science at Laurel Tree will be taught through a hands-on, project-based curriculum. It will provide students with the skills they need to be proficient scientific investigators. The courses will be taught using the scientific method as a platform for an inquiry-based program. This program will emphasize research skills, technical observations, data analysis, and critical thinking. Students will receive direct instruction in taking notes, scientific writing, navigating a textbook, caring for and safe use of laboratory equipment. Students will participate in weekly projects, lectures, and lab activities.

Primary students will be grouped developmentally as they explore scientific topics on a three-year rotational basis. As students progress through to junior high and high school, they will encounter the same topics again but with deeper insight. The goal of the primary science program is to instill a love of science and the inquiry process, as well as to establish a foundation of scientific knowledge. Students will be exposed to difficult and complex ideas through hands-on experiences, investigative labs, outdoor activities, and field trips. Students will actively participate in gardening, habitat restoration projects, and experiments that reinforce topics being

addressed. As most primary science texts are not comprehensive enough for our program, teachers will create and compile lessons and activities from a variety of sources. The primary science program will be integrative as reading, writing, and arithmetic are woven throughout the lessons. In addition, science professionals will be asked to share their expertise and passion with our students through school outreach programs, field trips, and hands-on explorations.

Junior high school science courses will be taught on a three year rotation of earth science, physical science, and life science. High school biology and chemistry laboratory courses will be taught on a two-year rotation, using curriculum approved by the California State University/University of California System's a-g list. Students in junior high and high school classes will participate in class lectures and discussions that focus on note taking and study skills. Learning will be assessed through a variety of formal assessments such as tests, essays, and oral presentations. Weekly labs will use appropriate equipment and techniques to reinforce content. Short and long term experiments as well as research papers provide students with opportunities to collect analyze and communicate information and learning related to the scientific curriculum.

Social Studies

Social Studies at Laurel Tree will follow the California state standards on a rotating basis. We will use a variety of texts and curricula to teach authentic lessons to all grades, including state-adopted texts, literature sets, and student-created texts. Instead of teaching multiple units to multiple grades within the same classroom, we will choose one grade's standards for each year to teach to each mixed age group: primary (K-4), middle school (5-8), and high school. Teachers will work together to combine lesson sources and teaching strategies, developing cohesive curricula for each year's classes. This will allow us to teach the social sciences with smooth transitions from year to year, and to incorporate projects, art, and travel into the learning.

Primary students will explore social studies through direct instruction, reader's theater, project-based learning, field trips, local historians, and guest speakers. Through participatory learning activities such as these, students learn by experience and bring the social studies themes to life. Reader's theater not only reinforces students' reading and fluency skills, but also gives them another opportunity to work as a team and, through storytelling, helps solidify the concepts. Students will benefit from teacher-created curriculum supplemented by primary sources and at-reading-level text, as well as novel excerpts that highlight the concepts and appeal to the individual learning needs of the students.

Middle school and high school teaching strategies will include direct instruction, group problem-solving projects, individual research projects, history journals, literature studies, and multimedia

interaction and presentations. Emphasis will be placed on primary sources and first-person narratives, and on the experiences and lives of people around the world.

We will cycle through the grade-level standards so that over a three- or four-year period a student will have studied each state standard for social studies. The rotations will generally be guided by the following terms:

- Two-year rotation for Lower Primary (K-1st grade): Learning and Working Now and Long Ago, and A Child's Place in Time and Space
- Three-year rotation for Upper Primary (2nd-4th grades), focusing on People Who Make a Difference, Continuity and Change, and California: A Changing State
- Four year rotation for middle school (5th-8th grades): United States History and Geography: Making a New Nation; World History and Geography: Ancient Civilizations; World History and Geography: Medieval and Early Modern Times; United States History and Geography: Growth and Conflict
- Three year rotation for high school (9th-12th grades): World History, Culture, and Geography: the Modern World; United States History and Geography: Continuity and Change in the Twentieth Century; Principles of American Democracy and Economics

Math

Each year our math classes will be created around the needs of our students. We expect that all our students will complete Algebra 1, Geometry, and Algebra 2 in preparation for college. Students may take these classes whenever they have completed the prerequisite classes; enrollment will not be dependent upon grade level but upon mastery of the prior course.

In the primary grades, we will focus on providing hands-on experiences which reinforce beginning number concepts, patterns, and basic operations, and problem solving skills. We will use a variety of curricula for grades K-4, including Math Steps, Math Their Way, and teacher created curriculum. Primary teachers will select or adapt the curricula possible to meet the needs of their students.

In the middle school and high school, we will use College Preparatory Mathematics to teach our Pre-Algebra, Algebra 1, and Geometry courses. Most of our teachers have been trained in these curricula, so we will be able to provide a consistent program for our middle school and high school students. We will prepare our students to take Algebra 2 at the local community college through concurrent enrollment, or we will provide a small-group tutor.

Community Sustainability

These classes for 5th-12th graders will consist of long-term ongoing projects that incorporate academics with principles of permaculture and sustainability. Students will be introduced to the principles of permaculture, and integrate them into our daily systems at school. They will learn skills in mediation, food service, and group work. Tribes (mixed-age groups containing 9-12 students) will rotate through four different stations, each group getting a chance to be responsible for maintaining the systems at that station.

Permaculture Systems will be taught in a two week block, and focus on the upkeep and maintenance of school systems. Students will focus on animal husbandry, which involves caring for chickens, cats, and classroom pets. They will manage Laurel Tree's egg sales and record the cost for food, straw, and animal supplies. Students will also manage the school's vermiculture and recycling programs. They will collect, sort, weigh, and analyze waste produced at school. Students will run the garden. They will plant, maintain, harvest, and propagate edible plants to be used in the school lunch program. Students will also focus on maintaining new and existing permaculture systems such as rainwater catchment, erosion control, and biodiversity.

Kitchen will be taught in a one-week block, and will involve students in the planning and implementation of our kitchen-to-garden food program. Students will network with local farmers and vendors to set up regular purchases and deliveries. Students will work with the kitchen coordinator to plan and prepare nutritious menus based on seasonal availability. Students will also work with the permaculture systems coordinator to plan seed planting and produce availability. Students will see the kitchen program through all its phases: meal planning, preparation, serving, cleanup, and storage.

Academics will be taught in a three-week block. Students read and discuss relevant literature and media relating to permaculture and sustainability. Students will receive training in mediation and leadership skills.

Physical Education

Our physical education program will be budget dependent. We are currently working on several grants so that our students can have a credentialed physical education teacher who teaches a standards-based program, meets the required physical education minutes, and creates an outdoor adventure program that complements our sustainability program.

In addition to our physical education program, our primary students will go to our local health club, HealthSPORT, once a week to take swimming lessons, break dancing classes, gymnastics, indoor soccer, and strength training classes from qualified instructors. Our high school and

middle school students will be expected to participate in community activity offerings on their own, and record their participation on weekly physical education logs.

Drama

Our drama program will be incorporated into our English program. We will study and see plays at the Oregon Shakespeare Festival in Ashland, and we will produce a Shakespearean Comedy for the middle school as well as a modern play for the high school each year.

World Languages

We will offer French I and Spanish I to our high school students. We will offer language classes on a biannual rotation. On alternate years, students will take the second year of their language course at the local community college. Students will receive tutoring and support from the language teachers at Laurel Tree. We hope to include a travel component within the language course. Travel will offer students the opportunity to immerse themselves in the target language and culture.

Fine Arts

We anticipate that our Parent Advisory Organization will fundraise \$12,000 - \$15,000 a year to hire local artists, musicians, dancers, and actors to work with our students. These artists will help students learn art skills and participate in creating individual and group works of art. We will set aside Friday mornings for our Art and Culture classes.

Support Programs

Accelerated Learning. Our multi-graded classrooms and flexible scheduling allow students functioning far above their actual grade level to be placed at their academic level for a specific subject. Using informal and formal measures, including classroom progress and teacher observations, students will be placed at a more challenging level, monitored, and the curriculum modified as needed to meet their individual needs. For example, a fourth grade student could, if appropriate for her learning, participate in middle school English classes, pre-Algebra math, and primary PE classes. We will seek to provide a healthy balance of social and academic levels for students.

In addition to allowing for individual access to higher level classes, all our students are given exposure to rich, high level material which they can access at differentiated levels. For example, all middle school students participate in the production of a Shakespearean Comedy each year. Even students who are reading far below grade level are exposed to the language, the vocabulary, and the ideas. Higher level students handle larger, more challenging parts, and all students benefit from the experience at their own level. Similarly, in our English classes we use

the Writer's Workshop model. This allows more advanced students to practice writing at their level while working alongside students who need more support with their writing. It also allows students to share and learn from each other, as well as receive direct instruction from teachers for emerging skills.

English Language Learners - Upon enrollment, students will complete the Home Language Survey to determine if English is a second language. English Language Learners (ELLs) will be provided with research-based instructional strategies based on the ELD standards, and curriculum will be scaffolded to ensure their understanding of the content material, vocabulary development, and the goal of English fluency. We will use the CELDT, CSTs, teacher input, including an informal language proficiency interview, and optional parent input to determine ELL classification. For non-English speaking students, a translator will be provided, if needed. Progress will be monitored throughout each school year using informal and formal assessments, including the CELDT once per year.

Study Skills will provide students, in 6th grade and above, with an after-school study skills class two days per week. This will assist with organization, prioritization, study strategies, and homework, as deemed appropriate by instructional staff. In addition to receiving homework help, attending students will learn how to create and complete goals, keep a planner, break larger assignments into single parts, and keep track of deadlines.

College/Work Planning Class will provide students who are transitioning to college or work guidance through this process in the Transition Planning Class. We will assist students in exploring areas of interest, researching and applying for colleges, accessing appropriate support services, filling out financial aid applications, writing resumes, and searching for jobs.

The *Special Education Program* will serve students with exceptional needs. Laurel Tree will adhere to all laws and/or consent decrees, as applicable, affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities Education Improvement Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. All students will be given equal access in admissions regardless of disabilities, and Laurel Tree will not discriminate against any student nor deny admissions to any student based on his/her disabilities or lack of availability of special education services. All students with disabilities will be accorded a Free, Appropriate Public Education. Section 504 services required by Laurel Tree students will be the responsibility of Laurel Tree.

During its first year of operations, the school 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). During each school year during which the school operates as an arm of District the for special education purposes, the school understands that it is required to contribute an equitable share of its charter block grant funding to support county-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the District shall provide the school with some combination of funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

Right to Pursue LEA Status

As noted above, the school initially anticipates functioning as an arm of the District for purposes of special education. The school shall also retain 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 the school to do so. In the event that the school 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 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and any related annual agreements.

Provision of Services

Laurel Tree and the District shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). Currently, the school's intention is to hire special education staff (Resource Specialist Teacher and instructional aides) using funding passed through from the District and any additional general revenues needed as per the annual written agreement.

Child Find

The school plans to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. The school will seek to participate in the child find systems of the special education local plan areas (SELPAs) in which its students reside. The school anticipates that these systems will encompass practices such as, but not limited to, the following:

- Post-matriculation intake practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs.
- Communication with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion.
- Staff development and training for school staff, to ensure that they know how to identify students who may have exceptional needs.

- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

Student Success Team

The school plans to implement a “student success team” (SST) model to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in academic classes will be referred to the SST process. Such teams will typically consist of the student’s teacher(s), a school administrator, the student’s parent/guardian (if possible), and others. The team will implement strategies within the general education setting, and the team will monitor students’ progress as new strategies are tried. There will be three possible results from the SST intervention plan: 1) the plan was effective and no further action is necessary, 2) the intervention plan needs revision and a new plan is formed or 3) the plans were ineffective, and it is determined that the student needs additional support and services, in which case the student is referred for an assessment to determine eligibility for special education. Within 60 days after receiving permission to assess, an IEP meeting is convened in compliance with all federal and state laws and regulations. Based on the formal data, the IEP team will either find the student eligible and develop an IEP or find the student is not eligible for special education services.

Referral and Assessment

If within a reasonable amount of time the student is not making significant progress with the personalized assistance, the Student Success Team in conjunction with the guardian(s) will make a recommendation for assessment to determine eligibility for special education services. When Laurel Tree determines that an assessment is appropriate, the parent/guardian will receive an assessment plan for his/her child. The assessment plan will describe the type and purposes of the assessment that may be used to determine eligibility for services. Assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples. The guardian must consent to the assessment plan before the assessment can take place. The school initially anticipates that these assessments would be conducted by the staff who perform such services for the District. If this assessment identifies that the student has exceptional needs and require special education and/or related services under the terms of applicable special education law, the school anticipates working with appropriate District staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings.

Individualized Education Plans

An Individualized Education Plan (IEP) will be created for each student requiring special education services upon the completion of each assessment. An IEP team will recommend

actions to be taken for the student and will typically consist of the student's guardian(s), the student's teacher, a Laurel Tree staff member, a special education authority, and if necessary, additional members familiar with the condition of the student. The IEP team will solicit participation from a county special education representative and if applicable, a representative from the student's district of residence, at IEP meetings when it is anticipated that special education service options will be considered within least restrictive environments other than those at Laurel Tree. The IEP has specific information on the student's current level of functioning and specific developmental, behavioral and or educational areas in which the student will receive services. The most important part of the document is the student's goals and objectives, benchmarks, specified activities/accommodations and modifications as well as a plan of how progress will be measured. The IEP is evaluated on a yearly basis with a re-evaluation occurring every three years unless it is requested earlier because of significant changes in the child.

Laurel Tree will monitor student progress toward the goals specified in the IEP regularly, and will formally review each IEP on at least an annual and triennial basis, or more frequently if need arises. Laurel Tree shall, prior to the placement of the student with exceptional needs, ensure that the staff and other persons who provide special education services to the student be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual of the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

Service Delivery

The Special Education Program will be flexible to the varying needs of individual students. Special education services will be provided within the general education classes, and/or through direct intervention in the Resource Program. The Resource Specialist Teacher (RST), in collaboration with general education staff, parents, and other relevant stakeholders will decide what is necessary to provide FAPE on a case by case basis, as defined by the IEP/504 plan, driven by identification, referral, and multi-disciplinary assessment as defined by California Code of Regulations Sections 56300 & 56320. The RST will collaborate with the general education teachers on an ongoing basis to ensure best practices, evaluate accommodations and modifications, and discuss individual progress. The RST will also oversee the Special Education Aides, ensuring that they are fulfilling IEP requirements. Referral, assessment, and qualification will be determined by a qualified team and adhere to the special education laws.

General Education Intervention

The RST will collaborate with the general education teachers to implement Response to Intervention methods and practices. Students functioning below grade level will receive

differentiated instruction and research-based intervention curriculum delivered by the general education teachers. Progress will be monitored for academic, behavioral, and social goals to ensure that students are making progress. The SST process will take place for students who do not make adequate progress over a significant amount of time. These meetings will include the general education teachers, lead teacher, parent/guardians, and the designated SST coordinator.

Laurel Tree will provide special education services to all eligible students admitted to the school, and the school will ensure that the admissions process does not take special education needs into consideration. Rather, placement and program issues will be addressed following admissions. Appropriate designated instructional services and related services will be provided, consistent with each student's Individualized Education Plan (IEP). It is the intent of Laurel Tree to provide the continuum of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner of other public schools within the SELPA. Special education personnel will work in a collaborative model with all teachers and staff aides to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified in a manner consistent with each student's IEP.

Laurel Tree shall implement and review programs and services, including related services, required by students' IEPs to support the movement of the students into less restrictive environments, and increase the interactions of these students with non-disabled students. Laurel Tree's instruction for students with disabilities shall follow as closely as possible the related curricular activities provided for all students in Laurel Tree. Laurel Tree's special education personnel shall be credentialed and/or licensed consistent with California laws and regulations. Student discipline and procedures for suspension and expulsions shall comply with federal and state laws and regulations, and shall include positive behavioral interventions. Laurel Tree shall conduct assessment and standardized testing for students with disabilities using state and county guidelines for modifications and adaptations. Laurel Tree shall conduct staff development to enable teachers to support access by students with disabilities to general education programs.

Due Process

In the event of a due process claim to enforce provisions of applicable special education law, the school is committed to working in cooperation with the District to the maximum extent permitted under law to respond to and defend the school and the District in the process.

Section 504 Special Needs

The school anticipates serving some students who have exceptional needs that are not governed by the terms of federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of Section 504 of the Rehabilitation Act and notes that the school

will be responsible for planning and implementing any such accommodations or services. If a student at Laurel Tree is found not to be eligible for an IEP, in some cases they may be eligible for a 504 plan. If it is decided that the student is to be provided with a 504 plan, the school will be the leader in the development, implementation and monitoring of such a plan. The plan will be reviewed on an annual basis just like an IEP.

B. Measurable Pupil Outcomes

Students graduating from Laurel Tree will have completed 220 units in the following categories, will meet state standards for high school, and will demonstrate the following skills.

1. Academic Skills.

Appropriate age or grade-level mastery of:

- History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve competently as United States citizens and as members of a diverse world community. 30 units.
- 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. 30 units
- English Language Arts: Students will demonstrate strong reading, writing, listening, speaking and presentation skills, in multiple forms of expression, with communications 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. 40 units.
- Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which include chemistry, biology, earth, physical, and life science. 30 units
- World Language: Students will gain basic skills in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language. 10 units
- Physical Education: Students will gain cognitive, affective and psycho-motor skills necessary for successful participation in physical education. 20 units.
- Visual and Performing Arts: students will confidently produce works of visual and performing arts in many media. 10 units.
- Community Sustainability: Students will demonstrate an understanding of the principles of permaculture and sustainability. 20 units.
- Electives: Students will pursue areas of their own interest. 30 units.

Students wishing to enroll in a public university in California will have the opportunity to pursue a course of study at the Laurel Tree Charter School that meets the a-g requirements. Laurel Tree will assess students' progress toward specific content area, grade/skill level standards and state standards. Laurel Tree will continually examine and refine its student outcomes over time as the instructional staff observes school and community needs and any takes into consideration applicable state and federal mandates.

C. Methods to Assess Pupil Progress toward Meeting Outcomes

Outcome	Curriculum	Assessment
Proficiency in English Language Arts	<ul style="list-style-type: none"> -Standards-based, teacher-developed curriculum -Writer's Workshop -Reader's Theater -Production of Shakespearean Comedy (5-8) and modern play (8-12). -Read/See/Discuss theater of literary significance at OSF. -Portfolios -Reading A to Z Interventions -Barton -Fast Track -Rewards -Read Naturally -Explode the Code 	<ul style="list-style-type: none"> -CA state tests (STAR, CST, CAT-6, CAHSEE, CELDT) -San Diego Quick Assessment -Self Evaluations -Spelling tests -Teacher developed assessments -Portfolio assessment with school-developed rubrics -Performance assessments with school-developed rubrics.
Proficiency in History/ Social Studies	<ul style="list-style-type: none"> -Standards-based, teacher-developed curriculum -Content-area literature -Short/long term projects -Interdisciplinary projects -Research papers -Field trips to local and state historical sites 	<ul style="list-style-type: none"> -CA state tests (STAR, CST, CAT-6) -Performance-based assessments -Portfolios -Curriculum unit tests -Informal teacher assessment -Self evaluations
Proficiency in Mathematics	<ul style="list-style-type: none"> -Standards-based, teacher-developed curriculum -CPM (College Preparatory 	<ul style="list-style-type: none"> -CA state tests (STAR, CST, CAT-6) -Performance-based

	<p>Mathematics)</p> <ul style="list-style-type: none"> -Math Steps (McGraw Hill) -Touch Math -Cooperative Group Work 	<ul style="list-style-type: none"> assessments -Curriculum unit tests -Informal teacher assessment -Self evaluations
Proficiency in Science	<ul style="list-style-type: none"> -Short/Long Term Projects -Holt, Rinehart and Winston -Addison and Wesley -Standards-based, teacher-developed curriculum -Interdisciplinary projects -Laboratory Reports -Weekly science labs -Scientific Essays -Research Papers -Field studies -On-campus permaculture projects -Guest presentations -Field Trips -Local community restoration projects 	<ul style="list-style-type: none"> -CA state tests (STAR, CST, CAT-6) -Chapter/Unit tests -Performance-based assessments -Portfolios -Regular sub-unit quizzes -Self evaluations -Teacher-developed assessments
Basic Skills in a World Language	<ul style="list-style-type: none"> -Text-based instruction aligned with current community college curriculum -Teacher-created curriculum -Cooperative group work -Research projects -Interdisciplinary projects 	<ul style="list-style-type: none"> -Project presentations -Performance-based assessments -School-developed rubrics -Written quizzes -Oral quizzes
Proficiency in Physical Education	<ul style="list-style-type: none"> -Fitness for Life (Human Kinetics) -Standards-based lessons selected and developed by physical education teacher 	<ul style="list-style-type: none"> -CA state tests -Chapter/Unit tests -Skills tests -Performance-based assessments -Research papers -Fitness gram -Self evaluations
Proficiency in Fine Arts	<ul style="list-style-type: none"> -Standards-based, teacher-developed curriculum -Group projects -Cultural art projects -Performances in music, dance and Theater 	<ul style="list-style-type: none"> -Peer evaluations -Student self reflection -Teacher-developed assessments -Portfolios -Performance-based assessments

Participation in Community Sustainability	<ul style="list-style-type: none"> -Interdisciplinary community service projects -Student-designed projects -Volunteering with local businesses -Field trips to sustainability demonstration sites 	<ul style="list-style-type: none"> -Completion of project goals -Oral presentations -Written projects -Creation of interpretive signage -Teacher-developed rubrics
Participation in Civil Society Skills	<p>Teacher and peer training in:</p> <ul style="list-style-type: none"> -Mediation skills -Behavior reflection -Citizen and leadership skills -Conflict resolution -Working in cooperative groups 	<ul style="list-style-type: none"> -Weekly Planners -Student self reflection -Performance-based assessments -School-developed rubrics

D. Governance Structure of the School

Laurel Tree Charter School shall operate as a nonprofit affiliate of Laurel Tree Education Foundation. Laurel Tree Education Foundation is currently in the process of becoming a California nonprofit public benefit corporation. We expect to obtain a 501(c)3 number within the 2011-2012 school year. This will be a stand-alone corporation and not a subsidiary of the District. As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the District will be minimal. The non-profit will act as its own fiscal agent to the fullest extent of the law. Laurel Tree Charter School shall comply with applicable state and federal law regarding charter schools.

The corporation will be governed pursuant to the bylaws adopted by the incorporators, and as subsequently amended pursuant to the amendment process specified in the bylaws. The corporation’s governing board’s (Board of Directors’) major roles and responsibilities will include: supporting Laurel Tree Charter School in the planning, funding, and/or operation of educational programs offered to the students at Laurel Tree Charter School; conducting fundraising activities for the support of such programs; supporting daily functions and maintenance of Laurel Tree Charter school; raising funds for capital projects for Laurel Tree Charter School, including but not limited to purchasing property or building new structures; and such other educational and support activities as the Board of Directors may define from time to time. The corporation’s Board of Directors will be composed of at least two teachers or staff members, at least two parents of students from Laurel Tree, and at least one member of the wider community.

Laurel Tree Charter School’s governing board will be known as the Charter Cabinet. The Cabinet’s major roles and responsibilities will include: writing the bylaws for our charter;

approving decisions made by the school administrative team regarding expenditures of more than \$2,500.00 per day; approving the school's budget; and overseeing changes to school-level policies as written by the Administrative Team. The Cabinet will be composed of the lead teacher, at least two additional Laurel Tree staff members, at least one community member, at least two school parents, and one student representative. In addition, a representative from Northern Humboldt Unified School District will sit on the board as a non-voting member who facilitates communications and mutual understanding between the charter school and district.

Laurel Tree Charter School's daily operations and management will be executed by the Administrative Team which includes all teachers and full-time staff. It will constitute a teacher-run school with the lead teacher handling the majority of the day-to-day administrative tasks. The team as a whole will make decisions regarding: school and student needs; the selection, evaluation and dismissal of colleagues; setting staffing patterns; resource allocation (including school budget); compensation levels and salaries; setting school-level policies and schedules; choosing curriculum; and determining learning models, strategies, and assessment tools. These choices will adhere to state and federal law as applicable to charter schools. The Administrative Team will develop policies that provide for ongoing peer review, yearly administrative review, guidelines for hiring and firing, and guidelines for choosing a new lead teacher. These school policies and budgetary decisions will come before the Laurel Tree Education Foundation's board for approval.

The Laurel Tree Administrative Team will receive training in meeting facilitation and will further develop policies for decision making. Weekly administrative meetings will have staff-generated agendas and a rotating facilitation schedule. Meetings will include time for managing school systems, addressing student and staff concerns, planning upcoming events, continuing a cycle of peer review, examining student work, and using said concerns and examination as a basis for planning curriculum. We will use Gradients of Agreement to build consensus and make decisions. The Administrative Team may choose to call for a vote or leave the decision in the hands of the Lead Teacher after input has been given.

Laurel Tree Charter School will encourage parents to form a parent advisory committee that works with the Laurel Tree Education Foundation to support the school's mission and provide fundraising to support its educational programs. There are parent and student representatives on the board of the Laurel Tree Education Foundation. The board will also work with parents to develop and adopt a set of parent involvement policies and strategies.

The Laurel Tree Charter School will be non-sectarian in their programs, admissions policies, employment practices, and all other operations. The school shall not charge tuition, and neither entity shall discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Northern Humboldt Union High School District provides support and oversight by approving and renewing the charter; maintains a non-voting seat on the Charter Cabinet; and provides services agreed upon in the memorandum of understanding.

E. Employee Qualifications

Laurel Tree Charter School will retain or employ a highly qualified teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's development plan. Instructional staff of Laurel Tree Charter School will be Highly Qualified under No Child Left Behind as applicable to charter schools.

F. Health and Safety Procedures

Prior to commencing instruction, the Laurel Tree Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum include the following procedures:

- A requirement that all enrolling student and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools
- Policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires and earthquakes
- Training for staff and students relating to preventing contact with blood-borne pathogens.
- Requiring that instructional and administrative staff receive training in emergency response, including appropriate first responder training or its equivalent
- Identification of specific staff who will be trained in the administration of prescription drugs and other medicines
- A policy stating that the school 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 the school functions as a drug, alcohol, and tobacco free workplace

- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237

These policies and procedures will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

G. Means to Achieve Racial/Ethnic Balance Reflective of District

Laurel Tree Charter School will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and includes a timeline that allows for applications to be submitted throughout the year
- The development of promotional and informational material that appeals to all the various racial and ethnic groups represented in the district

H. Admissions Requirements

Laurel Tree Charter School will actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and be informed of the school's student-related policies through the process of filling out the pre-enrollment forms. The school will establish an annual admissions cycle, which shall include reasonable time for all of the following:

- Orientation via the pre-enrollment process
- An admissions application period
- An admissions lottery if necessary
- Enrollment

If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade will be filled by random lottery. This lottery will be held in a public setting. Drawings will be held on a grade-by-grade basis to fill the available slots per grade. All applicants to a grade will have their name randomly drawn. Those students who have their names drawn after all the open admission slots for their grade level have been filled will be placed on an admissions waiting list for that grade in the order that they were drawn. The only exceptions to the lottery will be siblings of students already attending the school, and children of staff and founders (not to exceed 10% of enrolled students).

I. Financial Audit

Laurel Tree Charter School's board of directors will oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and other key compliance matters. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and pursuant to applicable sections of the Standards and Procedures for Audits of California K-12 Local Educational Agencies (regulations governing charter school audits). 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. It is anticipated that the annual audit will be completed by December 15 each year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the Northern Humboldt Unified School District, the state Controller, the county superintendent of schools, and the California Department of Education. The school's audit committee will review any audit exceptions or deficiencies that have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

J. Pupil Suspension and Expulsion

Laurel Tree Charter School will develop and maintain a comprehensive set of student discipline policies. These policies will be published as part of the school's on-line and printed student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. Students who violate the school's discipline policies, who are a serious disruption to the education process, and/or who present a health or safety threat may be suspended for up to ten days. The school will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension. If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, the school may take action to expel the student. In such cases, the school will send a written notice of the facts, allegations, and student/parent rights to the parent or caregiver and a committee designated by the governing board will hold a hearing regarding the offense. If the committee determines that the case merits expulsion, the student may be expelled or offered reinstatement as appropriate. These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to manifestation determination if a suspension or expulsion is recommended. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

K. Retirement System

Staff at Laurel Tree Charter School will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies. The school retains the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and to coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff. If the school should opt to participate in the STRS or PERS systems, the charter-granting agency shall cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the charter-granting agency a reasonable fee for the provision of such services.

L. Attendance Alternatives

Students who opt not to attend the charter school 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.

M. Description of Employee Rights

The leave and return rights of Northern Humboldt Unified School District employees who choose to work at Laurel Tree Charter School shall be set forth in current Education Code, District policies, or the employee's current collective bargaining agreement. Laurel Tree Charter School will have no authority to grant return rights to any district employee who leaves Northern Humboldt Unified School District. Should an employee leave his or her district and become an employee at Laurel Tree Charter School, the collective bargaining agreements of the Northern Humboldt Unified School District employee(s) will no longer apply their employment at Laurel Tree Charter School. District employees will have no special hiring rights to work at Laurel Tree Charter School. All applicants for employment with Laurel Tree Charter School will be evaluated equally with no special preference to District employees.

N. Dispute Resolution

Intent

The intent of this dispute resolution is to (1) resolve disputes within the school pursuant to the 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.

Public comments

The staff and governing board members of the school and the 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.

Disputes arising from within the school

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisers, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board or its designee for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

Disputes between the school and the charter-granting agency

In the event that the school or granting agency have disputes regarding the terms of the charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the grantor, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the superintendent of the district [or county] and lead teacher of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The lead teacher 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 or county and lead teacher of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and lead teacher shall meet to jointly identify a neutral, third-party mediator. The format of the mediation session shall be developed jointly by the superintendent and lead teacher, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

O. Labor Relations

Laurel Tree Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

P. School Closure

If the school ceases operation, and its governing board determines that there is no successor charter school, then the school's governing board shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, The State Board of Education, the County Office of Education, the SELPA(s) in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education.

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

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

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and supplies
- 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
- An assessment of the disposition of any restricted funds received by or due to the school

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

The school may form as or be operated by a California nonprofit public benefit corporation. If in connection with the closure, the school's governing board determines that it will dissolve the school corporation (Dissolution), the (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law (Law) including, without limitation, Cop. Code sections 6610 et seq. and section 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

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

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

For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation (in cash or in-kind) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing,

requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

Q. School Site and Location

Laurel Tree Charter School plans to locate facilities at 4555 Valley West Boulevard in Arcata, California. This facility is approximately 6000 square feet and has received its change of use permit and its fire marshal clearance. Laurel Tree Charter School is pursuing a long-term lease with the option to buy. We do not anticipate any need of district facilities in the future. The school does not anticipate having any material effect on the district's facilities needs.

R. Public Operating Principles

In addition to the 16 required elements listed above, Laurel Tree Charter School will comply with the principals outlined in Education Code § 47605 and “shall be nonsectarian in its programs, admission policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220.”

S. Serving Students with Exceptional Needs

Laurel Tree Charter School intends to be an arm of the local education agency (LEA) and operate under the Special Education Local Plan Area (SELPA), in order to support our students with special needs. All students with an Individualized Education Plan will have access to a free and appropriate public education. Special education services and funding will be provided through the LEA, IDEA sections 613(a)(5). Laurel Tree intends to have one full-time RST and expects two full-time special education aids, based on FAPE services as outlined in various students IEPs, that will be selected by Laurel Tree's Administrative Team. Other special education services, such as School Psychologist, Speech Therapist, Counselor, an Occupational Therapist, will also be contracted through the governing district and selected by Laurel Tree's Administrative Team under the oversight of the Northern Humboldt Director of Special Education.

The special education program and other support programs are discussed in Section A. These programs aim to support students with documented IEPs and 504s, as well as students who are functioning above and below grade levels and English Language Learners.

T. Charter Oversight, Reporting, Revocation, and Renewal

The Northern Humboldt Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the lead teacher of the charter school prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. The Northern Humboldt Unified School District shall endeavor to provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Northern Humboldt Unified School District without the mutual consent of the governing board of the school.

If the governing board of the District believes it has cause revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

U. Required Supplementary Information

Laurel Tree Charter School will be operated by California Public Benefit ("nonprofit") Corporation and will be governed by a board of directors as described in the school's charter. A Lead Teacher will head the administrative team in administering the school under policies adopted by the school's governing board. The school anticipates that it will provide or procure many of its own administrative services independent of the district. These include personnel choice, policy development, and instructional programs development. The school does anticipate purchasing some services from the school district including payroll, special education, and liability. The school will seek to define the specific terms and cost for these services in an annual Memorandum of Understanding.