

**Visions In Education Charter School**  
**Charter Renewal**

*Presented to:*

**San Juan Unified School District**  
**Board of Education**

**November 19, 2013**

**VISIONS IN EDUCATION CHARTER SCHOOL CHARTER**  
**A California Charter School**  
**San Juan Unified School District**

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# VISIONS IN EDUCATION CHARTER SCHOOL

## CHARTER

A California Charter School  
San Juan Unified School District

### ELEMENT A: THE EDUCATIONAL PROGRAM

*“Charter schools create an alternative form of public schooling. The goal of charter schools is to lift restraints from public schools so they can pursue innovative teaching methods that will improve student performance. They are designed to give significant autonomy to individual schools and, in turn, to hold those schools accountable for results. A charter is essentially a contract, negotiated between those people starting the school and the official body authorized to approve the charter. The charter spells out how the school will be run, what will be taught, how success will be measured and what students will achieve. As long as the school meets the terms of its charter, it is free from many of the rules and regulations that apply to other public schools. And unlike other public schools, if the school fails to meet those terms, the charter can be revoked and the school closes.”*

The Education Commission of the States (1996)

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

### Philosophy on Education

Visions In Education Charter School (Visions In Education) advocates that the primary purpose of education is to enable students to reach their full potential while contributing positively to society. We recognize that the longevity of our democratic society depends on the active participation of an educated and informed public. We further understand the critical utilitarian role that formal education plays in preparing individuals to successfully compete in a technologically advanced global society. Therefore, our overriding objective is to provide a learning environment that fosters the development of citizenship through participation in the home and society as a whole, while making available learning opportunities designed to equip the learner with the skills and tools necessary to function effectively in the marketplace. We believe that this is what it means to be an educated person in the 21st century. And, we believe that as a non-classroom-based charter school, we have the flexibility to provide an alternative model for students in pursuit of these outcomes.

### Vision

Preparing each student to succeed in a rapidly changing world.

## **Mission**

As an independent study/home school program, Visions In Education Charter School utilizes a standards-based education that addresses individual differences and learning styles. We empower students to take ownership and responsibility for their present and future learning by developing their academic, personal, interpersonal and technological skills.

## **Values**

- Learning – supporting a learning environment that continuously motivates all individuals to excel
- Relationships – creating and maintaining meaningful relationships among students, families, teachers, staff and community partners
- Integrity – conducting ourselves with honesty and responsibility
- Accountability – demonstrating a personal and institutional accountability for student learning, ethical conduct, and adherence to mandates, policies and procedures
- Innovation – challenging ourselves to create unique ideas and innovative solutions in a technology rich environment
- Respect – promoting a school community that appreciates the value of students, families, colleagues and cultures
- Service – dedicating ourselves to delivering excellent service

## **Guiding Principles**

- Provide educational choice for students within the public school system
- Personalized Learning Plans recognize and value that students learn in different ways and at varied paces
- Learning associated with personal meaning and rigor promotes self-efficacy and motivation to be a lifelong learner
- Education is a collaborative effort with parents/guardians, mentors, teachers, support staff and peers
- Personal accountability to self and others is necessary to achieve learning goals and demonstrate mastery
- Technology and digital resources enhance personalized learning

*Operationally, the guiding principles of the school translate into programs that focus on the development of an educated student through:*

- Understanding and functioning in the world as a 21st century learner;
- Developing 21st century skills including creativity, critical thinking, problem-solving, communication, collaboration and a facility for using digital tools;
- Discovering and developing passion and talent;
- Becoming an effective communicator;
- Applying mathematical principles to solve simple and complex problems;
- Using scientific concepts and applications to develop an understanding of the world and its challenges and solutions;
- Understanding the world in terms of its diversity and our place as a nation of people in it;
- Developing skills to be an active participant in the American political process.

*We believe that students learn best when:*

- Learning plans are personalized to address student goals, skills, abilities and interests;
- Learning objectives are relevant to the student's personal motivation;
- Engaged in dialogue with caring teachers, parents/guardians, community mentors, school staff and peers;
- Students create their own meaning through participation in projects and practical, real-world applications;
- Students are exposed to experiences both within and beyond their communities;
- Students have access to digital resources to enhance their learning;
- Practicing personal inquiry;
- Students feel safe;
- Supported by parents/guardians and other family members;
- Students participate in the development of their learning plan.

### **Target Student Populations**

Visions In Education serves two distinct student populations, through an independent study approach, K-12 home school students and 9-12 secondary school students in Sacramento County and its eight contiguous counties. Students who attend Visions In Education come in search of an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction. The K-12 Home School Academy supports the right of parents/guardians to educate their children within the home, while our 9-12 academies serve high school students seeking a non-classroom-based environment that combines learning through real life experience with standards-based academic assignments.

### **School-Wide Program Attributes**

- Personalized learning to help students earn a high school diploma and be prepared to enter college or career post-graduation.
- State standards are used as the blueprint for course design, curriculum and assessment selection.
- Courses offered by Visions In Education that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a -g" admissions criteria may be considered to meet college entrance requirements.
- High school students in this program are provided the opportunity to meet the University of California "a-g" requirements and may access the community college system while completing their high school course requirements to the extent permitted by law.
- All classes offered by Visions In Education are transferable to other San Juan Unified School District schools.
- Students develop personal skills to include organization, planning, time management and accountability.
- Students develop interpersonal communication skills via one-on-one interaction with their teachers, peer groups and during field experiences and classes.
- Visions In Education provides a computer and Internet access to students who need these resources.

## **The Home School Academy**

Visions In Education supports the right under California law for parents/guardians to act as the primary educational provider of their K-12 children within the home. Parents/guardians provide 80 percent of the instruction, while Visions In Education teachers provide 20 percent. In support of this learning environment, Visions In Education offers curriculum and instructional support to parents/guardians who choose to home school their children. California credentialed teachers work with parents/guardians in selecting curriculum and monitor student assignments for compliance with California State Standards while validating attendance, assessing assignments, and issuing final grades. Teachers assist parents/guardians in developing strategies for designing an instructional program that supports the individual student's learning needs. The outcome of this support is a personal learning plan for each student and regular and ongoing evaluation of developmental progress. Teachers and parents regularly monitor students' progress and evaluate students' performance through the use of formal and informal assessments, then adjust the learning plan as needed to support the progress of students toward meeting the standards. Additional resources may then be administered to reinforce the amended learning plan.

The Visions In Education Home School Academy is open to K-12 students whose families are committed to providing primary delivery of academic instruction (in English) in the home. A parent/guardian or a designated adult must be available for a minimum of four hours per day for instruction and assessment. Parents/guardians agree to provide necessary transportation to mandated tests or other classes or programs to improve academic outcomes when required. Credentialed teachers will work with families to ensure that curriculum meets California State Standards and assess student achievement as measured by those same standards.

A key enabler of this program is the availability of public funding in support of standards-based curriculum materials and learning opportunities. Visions In Education provides each student in the Home School Academy a curriculum budget in support of the student's personal learning plan. Parents/guardians, along with the student's teacher, may elect to develop personalized curriculum [aligned to Common Core State Standards (CCSS)], or they may choose a prescribed curriculum pre-qualified by Visions In Education. Student growth toward the standards is used as a measure for the effectiveness of curricular choices, strategies and methods.

Students who are not making academic progress may be reviewed through the Response to Intervention (RtI) process. Students referred for review to the RtI process that may need Section 504 accommodations are referred to Visions In Education's Section 504 team. Visions In Education Section 504 team conducts an evaluation to determine if the student meets the Section 504 definitions of an individual with a disability. If the student qualifies for Section 504 accommodations, a plan for the student in an independent study environment will be developed. New students enrolling in Visions In Education with a Section 504 plan from their previous school are referred to Visions In Education's Section 504 team for review and evaluation.

Upon graduation, students should possess the necessary skills to transition to the post-secondary path of their choosing. Students entering a college or technical school should not only meet the necessary course prerequisites, but have the academic, personal, interpersonal and technological skills to assimilate into a school, college or university.

### ***Program Attributes***

1. Primary place of learning is in the home.
2. Primary educator is the parent/guardian.
3. Teacher and parent/guardian collaborate and document that the selected curriculum meets California State Standards.
4. Teacher provides parent/guardian instructional support with curriculum guidance and assessment and accounting for attendance.
5. Program provides flexibility in terms of time and environment.
6. Program provides opportunities for authentic learning experiences.
7. A curriculum budget provides flexibility for curriculum material purchases.
8. Families have access to digital resources including curriculum, assessments and multimedia.
9. Program is aligned to California State Standards, and all students are required to participate in state mandated assessment exams.
10. A K-12 option within a single program is offered.

### **The College and Career Academy**

The Visions In Education College and Career Academy is a non-classroom, standards-based independent study program open to students in grades 9-12. Students enrolled in the College and Career Academy receive their primary academic support from an assigned teacher through face-to-face visits as established by the school calendar. Teachers meet the students at the student's home or a designated meeting location outside the home and offer extended support through the use of digital resourcing and communication. Parents/guardians agree to facilitate the student's educational needs by maintaining ongoing communication, monitoring educational progress, and providing necessary transportation to mandated tests or other classes or programs to improve academic outcomes when required. Learning activities are designed to a student's current skill level and instructional materials are provided by the academy. The College and Career Academy places special emphasis on mastering the knowledge and skills necessary to pass the California High School Exit Examination (CAHSEE) and to complete the San Juan Unified School District graduation requirements.

Teachers regularly monitor students and evaluate student performance through the use of formal and informal assessments, and adjust the learning plan as needed to support students toward meeting the standards. Resources such as tutoring may be employed to help students meet their objectives. Curriculum choices are made to help student growth toward meeting the standards. Students who are not making academic progress may be reviewed through the Response to Intervention (RtI) process. Students referred for review to the RtI process that may need Section 504 accommodations are referred to Visions In Education's Section 504 team. Visions In Education Section 504 team conducts an evaluation to determine if the student meets the Section 504 definitions of an individual with a disability. If the student qualifies for Section 504 accommodations, a plan for the student in an independent study environment will be developed. New students enrolling in Visions In Education with a Section 504 plan from their previous school are referred to Visions In Education's Section 504 team for review and evaluation. Additional opportunities for credit recovery and/or academic support may then be administered to support student outcomes.



At the core of this academy is the development of literacy and numeracy as many students enrolling in this academy are credit deficient and/or skill deficient. The program attempts to strengthen critical academic skills, along with key soft skills such as organization, time management, accountability and communication to allow students to find success in their post-secondary educational and career choices. The program emphasizes lifelong learning through the development of best practices for succeeding in independent study with 21st century skills. Students have access to digital resources that provide real time feedback and tutoring support, both face-to-face and virtual, and the opportunity to synthesize, evaluate and create real world projects.

Upon graduation from the College and Career Academy, students are prepared to enroll in a community college with the intent of earning an Associate of Arts degree, thus creating the opportunity to transfer to a four-year college, or an adult vocational/technical program, or to transition into the world of work. In support of this program, Visions In Education provides a computer and Internet access to students who need these resources for communications and research purposes. Assignments are available to students either through their teacher and/or through a Web-based application. Teachers ensure that students receive appropriate materials, assignments and learning facilitation in support of California State Standards-based learning objectives. Further, teachers work with College and Career Academy students in preparation for standardized tests including those required for graduation.

Curriculum within the College and Career Academy is designed to support the basic requirements for graduation as defined by the San Juan Unified School District. The College and Career Academy does not offer all of the University of California a-g requisites. However, students in this academy may take community college classes, to the extent permitted by law, in support of future college plans. All classes offered within the College and Career Academy are approved for transfer to other San Juan Unified School District schools.

### ***Program Attributes***

1. Primary place of learning is in the home or community, or a virtual environment.
2. Primary educator is the teacher.
3. Program emphasizes the development of literacy and numeracy in a 21st century environment.
4. Personalized learning to build proficiency and provide credit recovery.
5. The teacher selects the curriculum based on the individual learning needs of the student.
6. Program is aligned to California State Standards, and all students are required to participate in state mandated assessment exams.
7. Program offers the opportunity to meet graduation requirements and college a-g prerequisites.
8. Technology is provided for distance communication and academic and career research.
9. Students have access to digital resources including curriculum, assessments and multimedia.
10. Program provides for flexible time and environment.
11. Opportunities are available for career development.

## **The University Preparatory Academy**

The Visions In Education University Preparatory Academy is a non-classroom, standards-based independent study program open to students in grades 9-12. Students enrolled in the University Preparatory Academy receive their primary academic support from an assigned credentialed teacher through face-to-face visits as established by the school calendar. Credentialed teachers meet students at their home or a designated meeting location outside the home and offer extended support through the use of digital resourcing and communication. Parents/guardians assume an active role to help facilitate the students' educational needs by maintaining ongoing communication, monitoring educational progress, and providing necessary transportation to mandated tests, academy field experiences or other classes or programs to improve academic outcomes when required. Learning activities are designed to a student's current skill level and instructional materials are provided by the academy. The University Preparatory Academy places special emphasis on mastering the knowledge and skills necessary to pass the California High School Exit Examination, complete San Juan Unified School District graduation requirements, and complete the necessary coursework to meet the entrance requirements for a four-year college or university. This program supports students seeking a non-traditional schedule or seeking an alternative approach to learning.

Upon graduation from this academy, students are prepared with the coursework and skills to transition to a four year college or university, enter into the world of work, enroll in an adult vocational or technical program, or a community college. Visions In Education provides University Preparatory Academy students with a computer and Internet access for academic work. Assignments are available to students either through their teacher and/or through a Web-based application.

Students in this academy will use digital resources, content and collaborative environments to meet the course and program requirements. Students will participate in course and academy field experiences to engage and apply learning in real world contexts. Students will be asked to apply knowledge through the creation and evaluation of projects utilizing digital tools. Students will interact in both face-to-face and virtual discussions and collaborative exercises. Through the use of directed projects, students will have the opportunity to pursue personal interests and passions in academic, career or technical areas.

Teachers ensure that students receive appropriate materials, assignments and learning facilitation in support of California State Standards-based learning objectives. Teachers work with University Preparatory Academy students in preparation for state standardized tests including those required for graduation. Teachers regularly monitor students and evaluate student performance through the use of formal and informal assessments and adjust the learning plan as needed to support students toward meeting the standards. Resources such as tutoring may be employed to help students meet their objectives. Curriculum choices are made to help student growth toward meeting the standards. Students who are not making academic progress may be reviewed through the Response to Intervention (RtI) process. Students referred for review to the RtI process that may need Section 504 accommodations are referred to Visions In Education's Section 504 team. Visions In Education Section 504 team conducts an evaluation to determine if the student meets the Section 504 definitions of an individual with a disability. If the student qualifies for Section 504 accommodations, a plan for the student in an independent study environment will be developed. New students enrolling in Visions In Education with a Section

504 plan from their previous school are referred to Visions In Education's Section 504 team for review and evaluation. Additional opportunities for credit recovery and/or academic support may then be administered to support student outcomes.

Curriculum within the University Preparatory Academy is designed to support the basic requirements for graduation as defined by the San Juan Unified School District. The University Preparatory Academy offers the University of California a-g requisites to apply to four year colleges or universities. Students in this academy may take community college classes, to the extent permitted by law, in support of future college plans. All classes offered within the University Preparatory Academy are approved for transfer to other San Juan Unified School District schools.

### ***Program Attributes***

1. Primary place of learning is in the home or community, or a virtual environment.
2. Primary educator is the teacher.
3. Students collaborate in virtual and local learning communities.
4. Personalized Learning Plan to build proficiency and provide credit recovery.
5. Teacher selects the curriculum based on the individual learning needs of the student.
6. Program is aligned to California State Standards, and all students are required to participate in state mandated assessment exams.
7. Program offers the opportunity to meet graduation requirements and college a-g prerequisites.
8. Technology is provided for distance communication and academic and career research.
9. Students have access to digital resources including curriculum, assessments and multimedia.
10. Program provides for flexible time and environment.
11. Opportunities are available for career development.

### **Special Education Services**

The San Juan Unified School District is responsible to provide special education programs and services to eligible students with disabilities who attend San Juan Unified School District schools. Visions In Education uses a consultative/collaborative model of special education service delivery. Students receive support from a teacher and access to services; however, there is no direct instruction from Visions In Education resource facilitators.

The San Juan Unified School District shall receive all special education funds relating to Visions In Education and shall be responsible for allocating funds to provide special education services for all Visions In Education students. Visions In Education will receive the same annual staffing allocations as the schools within the San Juan Unified School District.

The Visions In Education instructional model emphasizes teacher-supervised instruction where the parent/guardian is the primary provider of instruction in the Home School Academy. Special education services in the Visions In Education Home School Academy program will be provided consistent with the parent-as-instructor home-school model.

Attending Visions In Education is by parent choice and may result in significant changes to a child's Individualized Education Plan (IEP). Parents/guardians and the student's teacher are primarily responsible for monitoring progress on IEP goals. Specialized academic instruction services are consistent with a consultative model. In the Visions In Education high school academies, students are expected to learn independently and to meet regularly with a teacher.

### ***Program Attributes***

1. Support necessary for students to meet IEP goals.
2. Accommodations and modifications necessary for special education students to access curriculum.
3. Special education personnel who provide support and consultation to teachers and parent educators.
4. Transition plans for independent living and workplace success for qualifying students.
5. Ensures that the learning environment meets the requirements for a free and appropriate public education.

Special education services for all Visions In Education Home School Academy, College and Career Academy, and University Preparatory Academy students will be determined by an IEP team. Visions In Education, like every school in the San Juan Unified School District, may not provide a full range of programs and services to all students who may attend. Progress toward IEP goals is continuously monitored. If the special education needs of a student require an intensive program that is not compatible with the home-school or independent-study model, the IEP team in collaboration with the authorizing district personnel will determine the appropriate district program for the child. If a student with intensive needs resides outside the San Juan Unified School District boundaries, an IEP team will determine an appropriate placement within the San Juan Unified School District continuum of services. Student referral, identification, and assessment for special education will follow federal and state mandates. Special education policies and procedures at Visions In Education will be in accordance with the San Juan Unified School District's local plan for special education.

### **English Learner Program Services**

Upon enrollment in Visions In Education, English learners (EL) will be assessed using the California English Language Development Test (CELDT) within 30 calendar days. EL students are required to take the CELDT annually to measure their language growth until the student is reclassified as fluent English proficient (FEP). Students will be required to attend English Language Development (ELD) classes/groups as determined by results on their annual CELDT. Visions In Education will provide opportunities for English learners to develop their English language acquisition using state-adopted materials to progress from limited English proficient (LEP) to fluent English proficient (FEP). California High School Exit Examination and state mandated tests results. EL students will participate in all state mandated tests.

### ***Program Attributes***

1. The opportunity for the English learners to receive support from teachers who are Cross-cultural Language and Academic Development (CLAD) certified.

2. Equal access to curriculum and instructional materials at the appropriate level of the student's acquired English.
3. Standards-based English language development curriculum.
4. Qualified teachers who can equip EL students in their effective acquisition of English proficiency in content standards.
5. Culturally relevant curriculum to foster a positive self-image and to promote cross-cultural understanding.
6. English language development classes to support language acquisition and instructional support.

### **Facilities**

As a non-classroom-based charter school, Visions In Education does not require the traditional facility infrastructure of a traditional classroom-based school. However, Visions In Education under the current operations occupies an administrative and support facility in Carmichael, California, as well as learning centers throughout various locations within our service area. Additional learning centers will be added as the need is substantiated and the funding is available. These locations are currently under lease to Visions In Education under the current financial arrangement with San Juan Unified School District. Visions In Education will continue to lease/purchase facilities for the duration of the charter and will fund said leases/purchases through ADA revenues. As a non-classroom-based education program, Visions In Education Charter School does not require that San Juan Unified School District provide facilities for its program. Visions In Education administration is charged with determining the appropriate facilities for its program in concert with the San Juan Unified School District administration. Presently, the maintenance, remodel and adaptations of current facilities in use are the responsibility of Visions In Education.

### **Calendar**

Visions In Education will operate on a program-specific calendar that requires students to attend 175 days. The expected attendance rate for the school is 90%.

### **Instructional Minutes**

Not applicable as a non-classroom-based program (E.C. 47612.5[b])

### **Term**

The term of this charter begins July 1, 2014, and expires June 30, 2019.

## **ELEMENT B: MEASURABLE STUDENT OUTCOMES**

*“The measurable pupil outcomes identified for use by the Charter School. ‘Pupil Outcomes’, for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter*

***school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.” [Education Code Section 47605(b)(5) (B)]***

Visions In Education supports the basic objective that all students meet or exceed the academic standards as specified by the State of California (<http://www.cde.ca.gov/be/st/ss/index.asp>). To that end, the academic standards as stipulated by the State of California will serve as a benchmark for measurement within Visions In Education.

We recognize the following to be applicable to Visions In Education.

*Standards describe what to teach, not how to teach it. Standards-based education maintains California’s tradition of respect for local control of schools. To help students achieve at high levels, local school officials and teachers—with the full support and cooperation of families, businesses, and community partners—are encouraged to take these standards and design the specific curricular and instructional strategies that best deliver the content to their students.*

California State Board of Education 1997

Visions In Education defines student success as the individual advancement and mastery of state content standards and personal goals identified through a personalized learning plan. Personalized learning plans are developed in concert with the student to establish core content courses and learning goals which will be supported, monitored and assessed by the teacher.

Visions In Education anticipates students will continue to make progress toward meeting state content standards. Students will be annually assessed using state mandated assessments.

### **Measurable Student Outcomes**

Measurable pupil outcomes also mean the extent to which students demonstrate they have attained the skills, knowledge and attitudes specified in the operational guiding principles of the school. Measures and considerations include:

- Students will become effective communicators.
- Students will apply mathematical principles to solve simple and complex problems.
- Students will use scientific concepts and applications to develop an understanding of the world, its challenges and solutions.
- Students will develop the skills to be an active participant in the American political process.
- Students will understand and function in the world as a 21st century learner.
- Students will discover and develop their passions and talents.

Visions In Education’s overall program will be evaluated by student achievement ESLRS (Expected School-Wide Learning Results) and/or by school performance on the AYP, API and by examining growth within aggregate data. Growth targets schoolwide and all subgroups will be based on continuous student progress toward state standards. Individual remediation plans will be developed for students not meeting growth targets.

## **ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES**

***“The method by which pupil progress in meeting those pupil outcomes is to be measured.”***  
**[Education Code Section 47605(b)(5)(C)]**

Student progress toward meeting individual learning objectives throughout the school year are measured by the teacher and are based on:

1. Teacher review of standards-based assignments for completeness and accuracy;
2. Teacher dialogue with students, parents/guardians;
3. Teacher authentic performance assessments;
4. Formative and summative student assessments;
5. Teacher grading of curriculum-prescriptive testing;
6. All state mandated assessments.

Formal semester grades provide an official record of student achievement in relation to assigned work.

Student progress toward meeting individual learning objectives over the longer term is based on State of California Standards and is determined by official scoring of mandatory tests, as well as teachers assessing students’ progress in curricular areas with a variety of assessment strategies including diagnostic, formative and summative assessments. Administrative staff members periodically review student work to ensure that proper performance feedback is being provided by teachers. Additionally, administrators communicate with parents/guardians and teachers to ensure that communication and support is in line with school expectations.

All Visions In Education students are required to participate in state-mandated testing. Visions In Education longitudinally tracks state test results that are available from several data achievement systems. Teachers use these results to determine how students are meeting the desired outcomes and, if needed, adjust students’ learning plans.

### **Serving a Diverse Community of Students**

Visions In Education welcomes students with a variety of educational needs. Students attending Visions In Education have diverse educational backgrounds. Visions In Education’s student body varies from students who excel and fully master grade level standards to students who are challenged and have not mastered early grade level standards. Visions In Education’s instructional model identifies each student’s needs, interests, deficiencies and strengths to build a personal learning plan. It is expected that every student will advance academically, while building positive personal, interpersonal and technological skills that may support college entrance or a career choice. Non-native speakers are annually tested on the CELDT and intensive targeted assistance is provided to support language acquisition. This targeted assistance includes the development of EL curriculum, CLAD-credentialed teachers assigned to EL students and required ELD classes.

Achievement for all students is a school-wide goal. Visions In Education utilizes a variety of strategies to measure student progress. System-wide, Visions In Education looks at a student’s

past educational record to help determine student grade level and coursework needs. Achievement data sources are used as triggers for development of supplemental services and targeted assistance. Visions In Education's one-to-one delivery system allows an environment that builds on student strengths and interests that encourage lifelong learners and helps make learning relevant to each student.

### **Credits and Grades**

Documenting student progress on standards represents the teacher's professional judgment of the quality of student work and the degree of mastery. The attainment of credits and grades is based on students meeting multiple measurable objectives such as student effort, progress and completion of a standards-based curriculum. Standards-based report cards are used in the primary grades. Students earn credits and grades to support their promotion to the next grade level.

High school standard credit is five units for each semester course completed. Visions In Education may accept transfer credits for grades "A" to "D" in applicable courses from schools that have current Western Association of Schools and Colleges (WASC) accreditation. Credits from an unaccredited school are evaluated on an individual basis. Students have opportunities to make up credit deficiencies.

Progress grades are posted electronically and are available to parents/guardians. Teachers provide report cards to parents/guardians of K-5 grade level students at the end of each semester. Progress reports and report cards are sent to parents/guardians of grades 6-12 students once per semester. Transcripts are provided to graduating seniors.

Administrators, teachers and support staff work together to ensure that students are meeting the statewide performance standards. Intervention processes are in place to address early concerns regarding a student's academic progress and/or attendance.

When a student withdraws from Visions In Education, the student's home school district is notified as determined by the student's last known address. The student's cumulative folder is sent when requested to the new school; the folder includes an official transcript, grades for K-8 students, state test results, immunization records, and other pertinent information regarding the student.

### **No Child Left Behind (NCLB) - National Accountability Mandates**

Visions In Education, like every other public school, is subject to the requirements of NCLB. Efforts to ensure testing participation is a school-wide priority.

### **California's Academic Performance Index (API)**

Visions In Education's state API is anticipated to grow as encouraged by annual schoolwide and subgroup targets. Alignment of all curricular areas to state content standards, curricular frameworks including foundation skills, as well as Smarter Balanced Assessment Consortium (SBAC) testing blueprints, is a priority and is reflected in the on-line core and text-based curriculum. Refining the curriculum toward academic and performance standards is an ongoing



practice. Visions In Education will continue to support the success of all high school students on the CAHSEE. The school uses several achievement systems to collect, analyze, and report student and school performance data.

### **NCLB: Professional Development and Highly Qualified Teachers (HQT)**

Professional development for all staff includes ongoing training regarding strategies and best practices that produce increased student learning results. Experimentation with alternative strategies to transmit a standards-based education are encouraged and constantly being piloted by academy staff. Formal and informal collaborative meetings with staff encourage the collegial exchange of ideas, strategies and best practices. Visions In Education meets the Highly Qualified Teaching (HQT) requirements of NCLB for alternative, independent study charter schools. For the purposes of NCLB-HQT, Visions In Education defines core classes as English language arts and math.

### **ELEMENT D: THE GOVERNANCE STRUCTURE**

*“The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement.” [Education Code Section 47605(b)(5)(D)]*

#### **Governing Board**

Visions In Education is a public charter school currently under the local supervision of the San Juan Unified School District. The governing board of Visions In Education is the San Juan Unified School District Board of Education. The Executive Director is responsible for updating the San Juan Unified School District Board of Education on issues relating to charter accountability and revisions.

#### **Advisory Board**

Visions In Education’s Advisory Board is comprised of least seven (7) members but not more than eleven (11) members representing staff, parents/guardians and students. In this advisory role, Advisory Board members provide input for consideration to the school management team. The Advisory Board is responsible for making recommendations regarding policies and procedures that involve the operations of the school, school enrollment, and student education.

Members are selected by their representative groups for a term of a minimum of two years. The Advisory Board consists of up to four (4) parents/guardians (parents/guardians remain on the board only while they have students enrolled in the program), up to four (4) teachers, two (2) non-instructional employees and a San Juan Unified School District representative.

The Executive Director will be the non-voting Chairperson of the Advisory Board. The Executive Director, in concert with the Visions In Education management team and with consideration of the recommendations from the Advisory Board, is responsible for the decisions of the school.

## **MOU**

Each year, Visions In Education enters into a mutually agreeable memorandum of understanding (MOU) with the San Juan Unified School District. The purpose of this memorandum of understanding is to outline the parties' agreements governing their respective fiscal and administrative responsibilities.

## **Conflict-of-Interest**

Visions In Education follows the conflict of interest policy used by the San Juan Unified School District.

## **The Brown Act**

Visions In Education Charter School and Visions In Education's Advisory Board shall be subject to the Brown Act. All meetings of the Advisory Board shall be held in accordance with the Brown Act.

## **Civil Liability**

Visions In Education is covered under the San Juan Unified School District's insurance policies for civil liabilities to the same extent as any other district school. As to liability on contractual matters not covered by insurance, in the event of a judgment against Visions In Education, such judgment will be satisfied first out of Visions In Education funds, and only if those funds are insufficient, will the San Juan Unified School District become liable for Visions In Education obligations.

## **Amendments**

Any amendments to this charter shall be made by the mutual agreement of the San Juan Unified School District Board of Education and the Visions In Education administration. Material revisions and amendments shall be made pursuant to the standards, criteria and timelines in Education Code Section 47605.

## **Renewal**

Visions In Education may submit its charter for renewal to the San Juan Unified School District Board of Education in accordance with Education Code Section 47605 and San Juan Unified School District Board of Education Policy 0420.4. Any renewal shall be for a five-year term.

## **ELEMENT E: EMPLOYMENT QUALIFICATIONS**

***“The qualifications to be met by individuals to be employed by the school.”*** [Education Code Section 47605(b)(5)(E)]

Visions In Education is an equal opportunity employer. All positions within the organization are identified by job descriptions which include the knowledge, experience, education and

certification which are necessary for the position. All Visions In Education job descriptions are approved by the San Juan Unified School District Board of Education. Health benefits are managed by the San Juan Unified School District.

All Visions In Education teachers must hold a valid California Commission on Teacher Credentialing teaching certificate, permit or other documents equivalent to that specified by the California Department of Education. Qualifications for all other certificated positions including counselors, administrators, special education and nurses will hold the appropriate certificate, permit or other documents equivalent to that specified by the California Department of Education. Credentials shall be maintained on file at Visions In Education.

All teachers within the organization are required to hold a Multiple Subject Credential with CLAD, a Single Subject Credential with CLAD, and must have taken and passed the CSET for multiple subject or must have a Single Subject Credential and have met High Objective Uniform Standard of Evaluation (HOUSE) in appropriate subject matter. All teaching positions are staffed by certificated teachers. Credentials are monitored by both Visions In Education and the San Juan Unified School District.

Qualifications for any other full-time, part-time or temporary employees shall be determined by Visions In Education management in consideration of the skills and knowledge required for those respective positions. Visions In Education is responsible for the selection and dismissal of all employees and Human Resources will communicate rights and offer employment to prospective employees. All employees of Visions In Education Charter School are “at-will” employees.

Visions In Education does not discriminate in its hiring policies and employment practices and operations and no person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race, or ethnicity, religion, sexual orientation or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55, including a prohibition against discrimination against any person based upon the perception that the person has any of those characteristics or is associated with a person who has, or is perceived to have, any of those characteristics. The Executive Director in conjunction with the Human Resource Manager is responsible for monitoring the hiring policies.

All Visions In Education employees are subject to state and federal employment laws.

## **ELEMENT F: HEALTH AND SAFETY**

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

Visions In Education will comply with all applicable laws concerning fingerprinting, immunization (including tuberculosis screenings), health and safety, child abuse reporting and related issues for both employees and students. All employees will comply with and otherwise

furnish criminal record summaries in accordance with Education Code Section 44237. Visions In Education administrators and teachers attend health and safety training classes.

Employees receive annual training in emergency response procedures. Administrative facilities are maintained in compliance with all local fire and safety regulations. Visions In Education is exempt from the Field Act.

#### **ELEMENT G: RACIAL AND ETHNIC BALANCE**

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

Visions In Education is open to all students. The racial and ethnic balance of the school reflects the general population of students living in the areas served. Visions In Education actively recruits students looking for the educational alternatives the school provides.

#### **ELEMENT H: ADMISSION REQUIREMENTS**

***“Admission requirements, if applicable.” [Education Code Section 47605(b)(5)(H)]***

Students will be considered for admission without regard to ethnicity, national origin, gender, disability or achievement level. During a student’s admission, parents/guardians and the student must complete the proper documentation required for admission, including a “Master Agreement” that specifies the terms of enrollment. Ongoing enrollment is dependent upon compliance with the “Master Agreement.”

Visions In Education admits all eligible pupils who wish to attend up to capacity, in accordance with California Education Code 47605(d)(2)(B). If the number of pupils who have completed applications to attend the charter school exceeds the school's capacity, except for existing pupils of the charter school, enrollment shall be determined by a public random drawing.

Visions In Education is open to all students residing in Sacramento County or one of its contiguous counties: Amador, Contra Costa, El Dorado, Placer, San Joaquin, Sutter, Yolo and Solano. Students must not be enrolled in a tuition-based private school while enrolled in Visions In Education.

Visions In Education shall be nonsectarian in its programs, admission policies and all other operations. Visions In Education shall not charge students tuition and shall not discriminate against any pupil. No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race, or ethnicity, religion, sexual orientation or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55, including a prohibition against discrimination against any person based upon the perception that the person has any of those characteristics or is associated with a person who has, or is perceived to have, any of those characteristics.

Visions In Education complies with all State of California laws establishing the minimum and maximum age for public school attendance.

#### **ELEMENT I: ANNUAL AUDIT**

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

**[Education Code Section 47605(b)(5)(I)]**

An annual independent financial audit will be completed by December 15 following the close of each fiscal year. An independent financial auditor, who has knowledge of school district audit requirements and practices, will be utilized by Visions In Education to conduct an annual audit of Visions In Education. This audit will be in accordance with audit requirements to which public school districts are subject. Upon its completion, the complete audit will be provided to the San Juan Unified School District. Audit exceptions will be resolved through the joint efforts of the school’s audit administration and the Chief Financial Officer of the San Juan Unified School District.

As requested by the San Juan Unified School District, a financial report, including the current and projected financial viability of Visions In Education, will be submitted at the first, second and third interim.

#### **ELEMENT J: PUPIL SUSPENSION AND EXPULSION**

***“The procedures by which pupils can be suspended or expelled.”*** [Education Code Section 47605(b)(5)(J)]

All discipline matters will be conducted in compliance with constitutional due process. Students may be recommended for expulsion upon a determination that the student has committed one of the acts listed below while on school district property, engaging in a school related event, or in the presence of their teacher while any activities related to home schooling or independent study instruction are being conducted in the student's home or other place of public meeting between the student and teacher. The ground for suspension or expulsion may change yearly subject to updates to the California Education Code and the San Juan Unified School District Grounds for Suspension and Expulsion.

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the executive director or the designee of the executive director.
- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault or sexual battery as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged or attempted to engage in an act of hazing initiation or pre-initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause bodily danger, physical harm, or personal degradation, or disgrace resulting in physical or mental harm, to any student or other person attending any school.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- Aided or abetted in the infliction or attempted infliction of physical injury to another person.
- Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (applies to grades 4-12).
- Causing, threatening, or attempting to cause, or participating in an act of hate violence as defined as willfully interfering with or threatening another person or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation; speech that threatens violence, when the perpetrator has the apparent ability to carry out threat, maybe be considered an act of hate violence (grades 4-12).
- Students in grades 4 through 12: intentionally engage in harassment, threats and/or intimidation which are directed against school district personnel or pupils, that is sufficiently

severe or pervasive, and invading the rights of either school personnel or pupils by creating substantial disorder, and creates an intimidating or hostile educational environment.

- Making terrorist threats against school, school officials and/or school property or both.
- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance except for the first offense of possession of not more than one ounce of marijuana.
- Robbery or extortion.
- Assault or battery upon a school employee.
- Possession, selling, or otherwise furnishing a firearm.
- Brandishing a knife.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit sexual assault or battery.
- Possession of an explosive

Visions In Education shall provide fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The executive director or the executive director's designee will meet with the student, the student's parents/guardians, the teacher, supervisor, or school employee who referred the student to the executive director or the executive director's designee. At this meeting, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version of the evidence in his or her defense. If the executive director or the executive director's designee determines the student should move forward for expulsion, the executive director or executive director's designee will move the process forward to the San Juan Unified School District student review and intervention administrator for an expulsion hearing. Visions In Education shall comply with procedures for notices and appeals as specified in regulation. Procedures governing student due process shall conform in all aspects to provisions in law [Education Codes 48911, 48915, 48915.5, 48918 (a - k)].

All staff, students and parents/guardians shall be given written notice of this charter school's policies and procedures related to discipline. All discipline procedures will follow due process guidelines. Students and their parents/guardians shall be so notified in writing at the time of their enrollment. Parents/guardians will be expected to work closely with Visions In Education staff to reinforce the school rules and behavioral expectations.

Students may be withdrawn from Visions In Education by a school administrator and referred back to their district of residence for noncompliance with the terms of the charter. Placement for district residents, within San Juan Unified School District, will be determined as space is available.

When a student is expelled or leaves Visions In Education without graduating or completing the school year for any reason, Visions In Education 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.

## **ELEMENT K: RETIREMENT SYSTEM**

*“The manner by which staff members of the charter school will be covered by the State Teachers Retirement System, the Public Employees Retirement System or Federal Social Security.” [Education Code Section 47605(b)(5)(K)]*

Employees of Visions In Education will participate in STRS, PERS or Social Security depending upon each individual's eligibility. Visions In Education may contract with San Juan Unified School District for all requested personnel services and benefit programs including, but not limited, to STRS, PERS or federal Social Security, health and welfare benefit programs, workers' compensation and unemployment insurance.

Visions In Education will be responsible for the payment of the employer contribution for STRS, PERS and/or Social Security depending upon each individual's eligibility and any applicable taxes.

## **ELEMENT L: ALTERNATIVE ATTENDANCE**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school.” [Education Code Section 47605(b)(5)(L)]*

Enrollment at Visions In Education Charter School is entirely voluntary on the part of the students. District residence public schools continue to be an option for all students who choose not to attend Visions In Education. Visions In Education, therefore, makes no other provisions for alternative attendance.

## **ELEMENT M: RETURN RIGHTS OF SAN JUAN UNIFIED DISTRICT EMPLOYEES**

*“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.” [Education Code Section 47605(b)(5)(M)]*

San Juan Unified School District (SJUSD) teachers (and any other SJUSD employees) do not have any employment rights with respect to Visions In Education, nor do Visions In Education employees have any employment rights in the SJUSD. Any SJUSD teacher or other employee who accepts employment with Visions In Education will be subject to SJUSD leave provisions, which do not permit a leave of absence for the purpose of other employment. SJUSD teachers or other SJUSD employees who resign from the SJUSD to work at Visions In Education Charter School and who wish to return to SJUSD employment will be in accordance with the SJUSD regular recruitment and selection processes.

Employment at Visions In Education Charter School is “at will” and entered into voluntarily.



## **ELEMENT N: DISPUTE RESOLUTION**

***“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” [Education Code Section 47605(b)(5)(N)]***

If the San Juan Unified School District Board of Education believes it has cause to revoke the Visions In Education Charter as pursuant to Education Code Section 47607(c), the SJUSD Board of Education agrees to notify the Visions In Education Executive Director and grant the school reasonable time to respond to the notice and take appropriate action prior to revoking the charter pursuant to Education Code Section 47607(d) and (e). If corrective action fails to resolve the dispute, Visions In Education Charter School and the San Juan Unified School District agree to submit the matter to a mutually agreeable third party for a non-binding recommendation on how to resolve the matter in accordance with the terms of the charter and laws applicable to charter schools.

If a provision of the Visions In Education Charter is found to be unlawful, the remainder of the Visions In Education Charter will still be valid if to do so keeps the critical elements intact and if the provision that was found to be invalid is not of such a nature that in its absence the San Juan Unified School District Board of Education would have denied the Visions In Education Charter.

## **ELEMENT O: COLLECTIVE BARGAINING**

***“A declaration whether or not the charter school shall be deemed the exclusive Public School Employer of the employees of the charter school for the purposes of the Educational Employment Relations Act..” [Education Code Section 47605(b)(5)(O)]***

Pursuant to Education Code 47611.5 (*added by Stats. 1999, c. 828 (A.B. 631, sec. 2)*), Visions In Education Charter School shall be deemed to be the exclusive public school employer of the employees at the charter school for the purposes of Section 3540 of the Government Code.

## **ELEMENT P: SCHOOL CLOSURE PROCEDURES**

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

In the event that Visions In Education Charter School closes:

1. Visions In Education will be responsible for the closure-related activities.
2. Visions In Education will notify the parents, San Juan Unified School District, the Sacramento County Office of Education, STRS, PERS, federal social security and the California Department of Education with the following information:
  - a. The date of closure;
  - b. Contact information for inquiries;
  - c. The district residence for pupils; and

- d. How parents may obtain copies of pupil records.
3. Visions In Education will provide San Juan Unified School District with a list of all Visions In Education pupils that includes their grade level, district of residence, and courses they have completed.
4. All pupil records, all state assessment results, and any special education records will be transferred to the San Juan Unified School District to be maintained.
5. All personnel records for Visions In Education employees will be transferred to the San Juan Unified School District.
6. Visions In Education's Executive Director will ensure the completion of an independent final audit within six months after the closure of the school that may function as the annual audit, and that includes:
  - a. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment and other items of material value.
  - b. An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans or unpaid staff compensation.
  - c. An assessment of the disposition of any restricted funds received by or due to Visions In Education.
7. The disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following will be the property of San Juan Unified School District:
  - a. The 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.
  - b. The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
8. Visions In Education will be responsible for filing any annual reports required pursuant to Education Code section 47604.33.
9. Visions In Education will be responsible for the payment of any closure activities.