

Piner-Olivet Charter School
California Charter School #98
Charter School Renewal Petition

For the time period of December 20, 2020 - December 20, 2025

Presented to

The Board of Trustees Piner-Olivet Union School District

Approved POUUSD- September 22, 1995

Approved CDE - December 8, 1995 Renewed

November 2000 Amended– November 2001

Renewed – December 12, 2005

Amended – March 22, 2006

Renewed – December 20, 2010

Renewed December 20, 2015

Submitted for renewal December 2, 2020, effective date December 20, 2025

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December 2, 2020

Piner-Olivet Union School District
Governing Board
3450 Coffey Ave
Santa Rosa, CA 95403

Dear Members of the Piner-Olivet Union School District Governing Board:

On behalf of the Piner-Olivet Charter School community, the Piner-Olivet Charter School Executive Committee formally requests that Piner-Olivet Union School District Governing Board renew this charter to operate the school for five years from December 20, 2020 until December 20, 2025.

The Piner-Olivet Charter School students have repeatedly demonstrated the value of the school's educational approach through their success in state student assessment tests as well as their placement and performance in both private and public high schools. In addition, POCS received state recognition by becoming a Distinguished School in 2009, the first such recognition of one of Piner-Olivet Union School District's schools.

Piner-Olivet Charter School has met the criteria for renewal as outlined in POUUSD Board Policy Administrative Regulations AR 0420.4 (f). *In addition, beginning on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following:(California Education Code 47607):*

- 1. The charter school attains its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.*
- 2. The charter school ranks in API deciles 4-10 in the prior year or in 2 of the last 3 years.*
- 3. The charter school ranks in deciles 4-10 on the API for a demographically comparable school in the prior year or in two of the last three years.*
- 4. The Board determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school students would otherwise have attended, as well as the academic performance of district schools, taking into account the composition of student population is served at the charter school.*

A summary of Academic Performance data for Piner-Olivet Charter School is attached.

Sincerely,

Kirsten Sanft, Principal
Piner-Olivet Charter School

AFFIRMATIONS / ASSURANCES

The Piner-Olivet Charter School:

Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

Shall be deemed the exclusive public school employer of the employees of the Piner-Olivet Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

Shall admit all students who wish to attend the Piner-Olivet Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]

Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 1967.5.1(f)(5)(C)]

Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

Shall at all times maintain all necessary and appropriate insurance coverage.

Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

Will follow any and all other federal, state, and local laws and regulations that apply to the Piner-Olivet Charter School including but not limited to:

The Piner-Olivet Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

The Piner-Olivet Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

The Piner-Olivet Charter School shall comply with any jurisdictional limitations to locations of its facilities.

The Piner-Olivet Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.

The Piner-Olivet Charter School shall comply with all applicable portions of the No Child Left Behind Act.

The Piner-Olivet Charter School shall comply with the Public Records Act.

The Piner-Olivet Charter School shall comply with the Family Educational Rights and Privacy Act.

The Piner-Olivet Charter School shall meet or exceed the legally required minimum of school days.

INTRODUCTION

The Piner-Olivet Union School District (POUSD) has had an excellent educational program for many years. The Piner-Olivet Charter School was developed with the desire to carry the tradition of excellence from kindergarten through eighth grade.

It is the intent of the Piner-Olivet Charter School (POCS) to provide students and parents with a choice of educational opportunities for middle school. We understand that different children learn in different ways and have different educational needs and goals. Adolescent students need to experience closeness and trust at a very vulnerable time in their lives. Through the continuation of a familiar educational program, implemented on a small, familiar campus by known and trusted teachers and staff, we strive to provide a sense of stability from which naturally curious, vibrant young people can explore new realms. The design of POCS program is based on middle school and young adolescent research and documents including: Taking Center Stage and Taking Center Stage II (California Department of Education); Turning Points (Center for Collaborative Education); and This We Believe (National Middle School Association).

It is the intent of those drafting this charter that this document shall serve as a general guideline for the POCS community to follow; it is also our intent that the POCS program details will change over time to meet the changing needs of the community. After initial, formal acceptance by the Piner-Olivet Governing Board, this charter may be amended to meet those changing needs, by the following procedure: the suggested amendment(s) will be brought before the POUSD Governing Board and the POCS Executive Committee (defined later within the charter). Any member of POCS or the community at large may suggest an amendment. The amendment must be approved by the POUSD Governing Board.

Piner-Olivet Charter School (POCS) is a small, dynamic, student-oriented middle school. The school opened its doors in the fall of 1996 with only 58 students and 2 teachers. Over the past 24 years, POCS has grown; today we serve over 200 students (and often have a waiting list) with a staff of 8 certificated teachers, five instructional assistants, a Physical Education Technician, and a principal. The Charter School receives special education services from the District.

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

MISSION

Piner-Olivet Charter School (POCS) is a collaborative, supportive community which nurtures the academic, social, and emotional growth of the individual through engagement in the process of inquiry-based problem solving, reflection, and communication.

VISION

Piner-Olivet Charter School serves a diverse student body in grades 7 and 8 with an academically challenging curriculum in a small, safe, and caring educational environment. At Piner-Olivet Charter School, staff works collaboratively to provide interactive lessons using up-to-date technology that focus on individual learning styles and differences. It is the mission of POCS that students gain confidence, self-esteem, and an understanding of their place in the world through community service and with the support of their parents and the community.

Piner-Olivet Charter School is committed to upholding these core values:

- High academic expectations and standards
- Collaborative learning
- High parent participation
- Respect for one’s self and others
- Creativity
- Hands-on learning
- Responsibility

AN EDUCATED PERSON. . .

The educated person of the twenty-first century is someone who has been exposed to a broad array of ideas, people and experiences. When confronted with new information or experiences, the educated person seeks to develop her/his own viewpoint with respect and fairness. Creative thinking and practiced problem-solving skills will help people better face future challenges that are, as yet, unknown. An educated person seeks to understand the ramifications of her/his actions and the impact s/he has on other individuals, the local community and the environment.

A core of basic skills in writing, reading, technology, science, mathematics, history, social sciences and the arts are the foundation from which the educated person begins. In order to meet the requirements for being a lifelong learner, a person must have an understanding of where to find - and how to utilize - relevant information and/or experiences.

HOW LEARNING BEST OCCURS

Learning is a developmental process. The best learning occurs in an emotionally and physically secure environment, with a learner who is personally involved with the subject matter.

In a school environment, learning is best supported by a partnership of parents, students and teachers. People learn from observation; parents and teachers serve as role models for an appreciation of continuing education; adults willing and prepared to be involved in their local community. It is important that academic skills be reinforced in unison, instead of studied in an independent or non-inclusive atmosphere. Throughout life, learning occurs in an integrated and connected environment; therefore helping students make connections between their home life and school subjects and between varying academic disciplines, leads to true understanding and lifelong learning.

POCS EDUCATIONAL PROGRAM

The Piner-Olivet Charter School classroom-based program focuses on grades seven and eight. Sixth graders whose needs would be best served by the seventh grade POCS classroom-based program may also be included. Such determination will include a recommendation by the fourth or fifth grade teacher and POCS staff, and a demonstration of understanding of the POCS program by the student and their parents. The educational program at POCS consists of a broad-based curriculum, integrated and fully-aligned with the California State Frameworks and Standards for each academic area. In addition to academic study, the program emphasizes a strong commitment to students' social and emotional development. By the time students graduate from POCS middle school program, they should be:

- Thoroughly prepared to continue their education and/or enter high school
- Self-motivated workers
- Responsible (regarding study habits, relationships with peers and adults, and behavior)
- Emerging independent thinkers
- Excited about learning opportunities
- Socially aware of her/his community and her/his place within that community
- Developing and utilizing decision-making skills
- Developing life skills
- Developing skills necessary for employment
- Developing a vision of lifelong learning

PROGRAM DESIGN ELEMENTS

- a. **Small School:** POCS intentionally maintains a small school to build connections between students and staff and among students.
- b. **Small Class Size:** POCS maintains small class size to the extent possible with a target of 26 students and a maximum of 28 students.
- c. **Teacher Teams:** Teachers are paired in teams for the core subjects. Each teacher team is responsible for up to 54 students. One teacher teaches the/Social Science and English Language Arts curriculum, and the other teaches math and science.
- d. **Integrated Curriculum:** To facilitate learning across subject areas, core subject teachers will collaborate to integrate curriculum and develop integrated projects.
- e. **Week-Long Projects:** At least one week-long project will be included each year to immerse students in an integrated, hands-on simulation learning unit (e.g. Rocketry, Lewis and Clark Adventure).
- f. **Block Scheduling:** Core subjects are taught in two blocks to allow for flexibility with learning activities and in-depth teaching.
- g. **Homeroom / Advisory:** Each classroom has a period of homeroom/advisory at least once weekly to build connections among students and school and as part of the character education program.
- h. **Instructional Assistants:** Each classroom has an instructional assistant for part of each day and/or week as determined by the POCS Executive Committee.
- i. **Common Planning Time:** Teachers have common planning time at least once weekly to facilitate a close-knit community, integrated curriculum, and professional development.
- j. **Character Education Program:** Advisory, Class Meetings, and schoolwide participation in programs such as Ropes Course are included as part of our program to develop individual and group responsibility and respect for self and others.
- k. **Community Service:** Students will participate in a community service program - the scope of which will be developed by the POCS staff, parents, and students.
- l. **Family Participation:** Our students' education is strengthened by the partnership between families and educators. Families play an integral role in children's education, as classroom volunteers, special project aides, and active participants in their child's education at home. Other opportunities for family participation include Executive Committee, Parent Club, committees, field trips, chaperoning, and assisting in school functions such as dances, sports, drama productions, and other extracurricular activities. Additionally, high school students and other community members may be involved with POCS students through cross-age tutoring and other volunteer opportunities.
- m. **Professional Development:** Teachers and staff participate in ongoing professional development to ensure that they have the research based skills and strategies to support the instructional program and success of POCS students. Teachers participate in shortened Wednesdays, district training, and conferences, workshops, and training to meet student needs, school goals, and teacher professional development needs.
- n. **Attendance/Enrollment Agreements:** Parents and students sign agreements upon enrollment indicating that they understand the POCS program and are making a commitment to fulfill

academic and behavior expectations, student community service requirements, and family participation guidelines.

- o. **Student-Led Conferences:** Students complete a self-review, prepare a conference portfolio of work, and develop their own goals for improvement. These items are presented and discussed with parents or guardians mid-way through Trimester 1.
- p. **Goal Setting:** Goals are set during Student-Led Conferences in fall and progress toward them is reviewed throughout the year.
- q. **Curricular Field trips:** POCS’s small size allows the school to participate in field trips to enhance curriculum as available and appropriate.
- r. **Incentive/Recognition Program:** POCS recognizes academic and citizenship achievements through such incentives as awards, Renaissance Program, Incentive field trips, and Great Choices Luncheons.
- s. **Students outside of grade 7 or 8:** CA law requires charter schools to provide an academic program for students in any grade that the district serves. POCS will serve students in grades kindergarten through 6, via a local elementary school.

CURRICULUM AND INSTRUCTION

Piner-Olivet Charter School develops and implements the curriculum based on the California State Common Core Standards and Frameworks. Educational materials and activities are chosen to support the Common Core and NGSS Standards.

Subject	7th Grade	8th Grade	Curriculum
English Language Arts	Vocabulary Spelling Reading Comprehension Grammar Writing conventions Writing application	Vocabulary Spelling Reading Comprehension Grammar Writing conventions Writing application	Selected novels, Holt English Language Arts, Writer’s Workshop (Edmentum), Newsela, Study Island, others as appropriate
Social Studies	World History	US History	TCI: History Alive! Medieval World & Beyond (7th); The United States through Industrialism (8th)
Math	CA Standards for 7th grade math	CA Standards for 8th grade math	Carnegie Learning; Mathia software

			(Carnegie)
Science	CA NGSS Standards for 7th grade science	CA NGSS Standards for 8th grade science	Glencoe & Foss Science
Required enrichment	Health	Careers	Teen Health, Project Alert (7th) Career Exploration (8th)
Support classes	Directed Studies (SpEd), English Language Development; Math Support, Study Skills		Varies. ELD: English 3D
Enrichments	Art, maker, drama, additional PE, leadership, strategic games, environmental studies, music, robotics, multimedia, culinary, gardening, and others depending on student interest		Varies

SUPPORT FOR TARGETED STUDENTS

Our school program design includes the following components to meet the needs of all students, including targeted students: low and high achieving, English language learners, socio-economically disadvantaged, and students who qualify for our special education program, and those who may need additional support or challenge.

- Highly-skilled teachers who use a variety of effective teaching strategies
- Small school/class size and safe environment
- Instructional Assistants with additional time allotted for classes with more students who need additional support
- Supportive culture of high expectations and discipline
- Agreed upon uniform structures and procedures in content classrooms including: planners, uniform high expectations for behavior and academic performance
- Goal setting and review with students
- Extended literacy time provided through intervention classes and Language Arts Support and Math Support
- Phonics, decoding, and fluency support during enrichments
- Leveled novels and novel sets for social studies integration and literature circles to all allow access to literature at individual levels
- Consistent use of technology in all classes
- Schoolwide collaborative and equity learning program
- Use of graphic organizers to record and present ideas
- Reinforcement of English Language Arts Standards in all content areas
- Group work and oral presentations in all content areas.

- Open-ended projects that provide choice and opportunity for different learning styles and multiple intelligences to demonstrate learning
- Access to technology: document cameras & projectors in all classrooms, voice amplification, student response systems, classroom devices and computers for student use
- Online skill assessment and development program available for school and home use
- Frequent use of assessment and feedback
- Frequent communication with and engagement of families in supporting academic and behavioral expectations
- Opportunities to build independence, self-esteem, and leadership skills through Leadership class, Teacher Assistance, and cross-age tutoring
- After school support for targeted students for homework or skills dependent on needs
- Tutorial time each week to support classwork and homework completion with core teachers

SUPPORT FOR HIGH ACHIEVING STUDENTS

Most students will be appropriately challenged by POCS's rigorous academic program. Differentiated instruction allows high-achieving students to extend learning through more complex adaptations and expectations of assignments and projects as teachers challenge students to reach their potential. Enrichment classes provide extension opportunities in the arts and technology.

SUPPORT FOR LOW ACHIEVING STUDENTS

The components of the POCS program above provide comprehensive learning experiences, across the curriculum, for pupils identified as academically low achieving pursuant to the standards established by the State Department of Education under Ed. Code section 54032.

Additionally, study skills and/or math support classes are required during enrichment classes for those students who need additional learning time and skill support. After school support is available for targeted students for homework or skills dependent on individual needs.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

POCS identifies English Language Learners through student records, or for new arrivals, through the California Home Language Survey. These students are then assessed using the English Language Proficiency for California (ELPAC). All English Learners are supported within the school and classroom settings to become proficient in all aspects of the English language, to achieve academically in each subject area, and to develop pride in their own culture and language. Instruction in the regular classroom is provided by teachers who have CLAD or BCLAD certification. English Language Learners below level 3 receive English Language Development during enrichment time. See also, "Strategies to Support Targeted Students."

SPECIAL EDUCATION

Piner-Olivet Charter School contracts Special Education Services from the Piner-Olivet Union School District (POUSD). POCS holds Student Success Team (SST) meetings and requests assessment of students with suspected special needs. POUSD identifies students with special education needs and provides services. Resource Specialist Program (RSP) classes are offered during the enrichment periods of each school day.

The process used to identify students for special education services through the Student Study Team (SST) meeting process. If the team determines that the student needs to be evaluated for special education services, a formal evaluation, approved by the parent/legal guardian, will be given. All assessments (behavior, health, psychometric, and/or academic) will be performed in accordance to state and federal law.

An Individualized Education Program (IEP) meeting will be held to determine whether or not the student qualifies for services, and the programs or services a student may need. Each identified special needs student will be placed in appropriate programs and provided appropriate services in relation to his or her needs, as set forth in the student's written IEP. The student's progress toward meeting the IEP's goals will be monitored and assessed regularly in accordance with state and federal law.

The Piner-Olivet Union School District is a member of the Sonoma County Special Education Local Plan Area (SELPA). Through the SELPA, the District ensures that the complete array of programs and services is available to meet the needs of students with severe disabilities.

STUDENTS TO BE SERVED

As a charter school in the Piner-Olivet Union School District, POCS serves the student population of Piner-Olivet and the surrounding communities. The majority of POCS students attended elementary schools within the Piner-Olivet Union School District. POCS strives to represent the demographics of Piner-Olivet Union School District. Demographics for 2020-2021 are as follows:

2020-2021

Ethnicity	Hispanic: 51% American Indian: 1.5% Asian: 8% Black: 1.5% Filipino: 1% Hawaiian-Pacific Islander: .5% White (non-Hispanic): 30% Multi-race/ethnicity: 5% Missing information: 1.5%
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Socio-economically Disadvantaged	(2019-2020) 43%
English Language Learners	17%
Students with disabilities	9%

POCS serves approximately 205 students at this time with a maximum capacity of 216 (54 per teaching team).

ELEMENT 2: PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school ‘Pupil outcomes’ for the purposes 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.” Ed Code Section 47605(b)(5)(B)

At least twice each year, students meet with teachers and/or counselors to evaluate their achievement with regard to individual goals and to set new goals.

Academic achievement expectations are developed and implemented by the POCS faculty and community. These expectations are set high with the goal of all students working at or above proficiency level on California State Standards including Next Generation Science Standards (NGSS). the extent to which students meet these goals is measured by levels of proficiency on tests required by state testing (CAASPP), site and district benchmarks, and the English Language Proficiency Assessment of California (ELPAC). Students, families and POCS staff engage in respectful dialogue and forge strong working relationships to form the framework for meeting high expectations.

REFINING AND USING MEASURABLE STUDENT OUTCOMES

POCS uses measurable benchmark tests 3 times a year to monitor student progress toward proficiency in Language Arts and Math. Students who are not making progress according to the established benchmarks will be targeted for additional academic support. Levels of proficiency will be measured three times each year by benchmarks and once each year by CAASPP and ELPAC. Additional academic multiple measures and measurable pupil outcomes for goals that are not in academic content areas will be developed by POCS faculty and Executive Committee. In addition, POCS is committed to technology integration and will leverage technology to increase and improve educational outcomes and communication between families and the school.

ELEMENT 3: MEASURING PUPIL PROGRESS

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

POCS administers tests required by the State of California. California’s testing program will demonstrate students’ mastery of grade-level content standards in each tested content area of English Language Arts, Mathematics, Social Studies and/or Science. The English Language Proficiency Assessment of California (ELPAC) will measure English Language Learner students’ proficiency of English language.

Student performance data is collected, analyzed, and reported in the Single School District Plan. This plan outlines actions needed for students to become proficient. It is POCS’s intent to show measurable progress toward mastery of California State Standards in English Language Arts, Mathematics, Social Studies and Science that is above the state goals as reported in Annual Yearly Progress (AYP).

Pupil progress is evaluated using multiple measures on a formative and ongoing basis, including the use of observations, daily work, grades, portfolios, projects, unit assessments, benchmark assessments, summative assessments, and California’s state testing to demonstrate levels of student understanding and achievement. It is the intent of POCS that faculty, students and families work closely together to evaluate a student’s progress. Tools for measuring progress will include, but are not limited to: Portfolios, grades, students’ reflective self-evaluation (part of the Student-Led Conferences and goal setting), and student/teacher/counselor goal setting and review conferences.

ELEMENT 4: GOVERNANCE

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

Piner-Olivet Charter School is a dependent charter. POCS shall be governed by the Piner-Olivet Union School District Governing Board with regard to negotiations, grievances and other personnel matters. Nothing in this charter, any MOU, or any policies or by-laws adopted by POCS shall be construed as in any way limiting the discretion of the District’s Governing Board with respect to any operational policy of POCS. Administration of POCS is site-based. POCS staff, students and parents shall work closely together to build an academically and socially strong community.

The principal shall supervise and facilitate all operations of the school including finances, personnel, and facilities. They shall be responsible for implementing the terms of the charter and regularly reviewing the educational program. The principal will be liaison with the POUUSD district and report to the POUUSD Governing Board on the activities and successes in meeting outcomes and goals specified in this charter.

A Lead Teacher will be chosen by POCS staff in a manner decided upon by the POCS staff. The Lead Teacher will supervise and facilitate the daily operation of POCS when the principal is not on campus. The Lead Teacher will serve as a member of the Executive Committee; the principal and the District Director of Business Services or designee shall serve as advisors to the Executive Committee.

The Executive Committee shall be the governing body of POCS that carries out the policies established by the Piner-Olivet Union School District Governing Board. Responsibilities of the Executive Committee will include but not be limited to:

- Analyze and evaluate academic achievement of all students in the school; recommend revisions of the Single School District Plan, the *LCAP* and the charter to raise student achievement and progress toward meeting school goals
- Approve budget and budget expenditures in accordance with all state and federal laws and regulations and the approved charter.
- Encourage a broad representation of parents, community members, teachers and students (if appropriate) including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and the Executive Committee
- All other duties detailed Executive Committee By-Laws and School Site Council Bylaws and/or handbook.

All action of the Executive Committee shall meet the following requirements:

- Must be legal and align with the Piner-Olivet Charter School Charter.
- Must be within the approved budget and/or allow the Piner-Olivet Charter School to remain fiscally viable.
- Must be ethical and based upon reasonable inquiry.
- Must be free from conflict of interest.
- Must be reasonably calculated to meet the goals and outcomes established in the Piner- Olivet Charter School Charter.

The District Governing Board may issue a notice to cure in accordance with Education Code Section 47607 where a majority of the District Board finds that action of the Executive Committee did not follow one or more of the requirements established above.

The Executive Committee will meet on a monthly basis (except for July, when meetings will be held only if necessary). Meetings will follow the requirements of the Brown Act. The Committee will be comprised as follows:

- 6 POCS Parents
- 1 Community Member
- 1 Lead Teacher

- 1 POCS Teacher
- 1 POCS Staff member
- Student participation may be included, based on interest. Student participation may be in person or through Student Reports.

Members of the Executive Committee shall be elected as follows:

1. POCS families shall elect six parents or guardians.
 - a. Election procedures: If there are more candidates than seats available, candidates for EC positions will submit a written statement for a ballot that will be distributed to parents within 3 weeks of the beginning of the school year. Ballots must be returned to the POCS office within 1 week. Those candidates winning the greatest number of votes will be the new EC members. In case of a tie, candidates with the least number of votes will be in a runoff election; neither person will be considered an EC member until the final election results are in.
2. No election will be held if there are an equal number of willing candidates and available openings.
3. If there is no community volunteer (or if there are too many), the entire adult POCS community shall elect one Community Member.
4. POCS staff elects one staff member, other than the Lead Teacher.
5. The Lead Teacher is chosen by the POCS staff and is automatically a member of the Executive Committee.

The terms of the Executive Committee Members shall be as follows:

- POCS parents/guardians – two years (Eighth grade parents serving a two-year term may continue to serve the remainder of their term after their students' graduation.)
- POCS Community Member – two years
- POCS Staff Member and Lead Teacher – two years
- The terms shall be staggered so that both school employees shall not leave the Executive Committee in the same year.

Any position vacated or unfilled at times other than election time shall be filled through application, interview and appointment. The remaining members of the Executive Committee shall interview and appoint new adult members. Appointed members shall serve the remainder of the vacated term.

The Executive Committee or its designee shall mediate unresolved differences arising with the POCS community (e.g. differences between families and teachers, students and teachers, etc.) in accordance with the POUUSD Complaint Policy.

The Executive Committee shall review the annual budget prepared and submitted by the principal and business manager. The budget will then be submitted to the Piner-Olivet Governing Board for approval.

The Executive Committee shall oversee the spending of the funds, including the development and oversight of the LCAP. The Executive Committee annually prepares a Single School District Plan that is reviewed and approved by the POUUSD Governing Board.

Further responsibilities and processes to be followed will appear in Executive Committee ByLaws to be developed by the Executive Committee and approved by the POUUSD Governing Board.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

The qualifications to be met by individual to be employed by the school. Ed Code Section 47605 (b)(5)(E)

All Piner-Olivet Charter School core curriculum teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. All teachers shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341. Non-certificated consultants, private professionals and independent contractors may be contracted on a part-time basis to supplement the teaching staff (e.g. art, foreign languages, PE, etc).

The Piner-Olivet District recruits and hires highly qualified teachers to serve Piner-Olivet Charter School students and provides a salary schedule that is competitive and comparable with other districts in the Sonoma County area. A representative group of POCS community members – staff, parents, students and the site principal will be included in the District’s new staff hiring committee.

Applicants for POCS openings should value working closely with students, colleagues, and parents to develop a true community of learners. All employees must possess the personal characteristics, knowledge, and experiences appropriate for working with young adolescents and the posted job description. Applicants and employees should be familiar with the charter and make a commitment to support the goals and policies. Employees should understand the role of collaboration at POCS and be willing to contribute to the development of the program and to meeting school goals.

Applicants selected for hire will be approved by the POUUSD Governing Board, in accordance with current POUUSD hiring procedures. The Piner-Olivet Union School District will not require any employee to work at the Piner-Olivet Charter School.

HUMAN RESOURCES

The Piner-Olivet Union School District shall be deemed the exclusive public school employer of the employees of the Piner-Olivet Charter School for the purposes of the Education Employment Relations Act. The District recognizes that no employee can be forced to work for a charter entity. Employees will

maintain their rights while they work at the Piner-Olivet Charter School and have return rights upon leaving their position at POCS to work elsewhere in the district.

Certificated personnel shall be members of the certificated bargaining unit, and shall be covered by the Collective Bargaining Agreement between Piner-Olivet Educators Association and the Piner-Olivet Union School District. Certificated personnel shall also be covered by all existing provisions in the Education Code pertaining to working conditions of certificated public school employees including tenure and dismissal. In addition, as members of the certificated bargaining unit, Government Code 3540 *et. seq.* will apply.

Certificated staff assignments outside credential authorization will be based on mutual agreement between the administration and the certificated staff member.

Teachers, under the leadership of the principal at Piner-Olivet Charter School, will be responsible for the development of the educational program, creation and evaluation of assessment practices, analysis of student work, and regular reporting of student progress to parents.

Classified personnel shall be members of the classified bargaining unit, and shall be covered by the Collective Bargaining Agreement between Piner-Olivet Classified Association and the Piner-Olivet Union School District. Classified staff who work with students will possess a willingness to support the mission of the Piner-Olivet Charter School and follow practices of positive discipline and problem solving methods. Classified staff will work closely with teachers and students to ensure the goal of educating every student in a nurturing environment. Classified staff will also be provided opportunities of staff development that will develop their knowledge in positive discipline and Building Positive Support Behavior in Schools (PBIS or BEST) practices.

STAFF DEVELOPMENT

Piner-Olivet Charter School recognizes the importance of staff to be trained and educated in the philosophies and programs that support the mission and goals of this charter. In order to support staff in providing the charter students with the best education possible, Piner-Olivet Charter School will provide staff development to staff members. Furthermore, the Piner-Olivet Charter School will seek to give its teachers the benefit of being trained in use of technology, positive discipline, restorative practices, community building, collaborative learning, and teaching integrated, project-based instruction.

ELEMENT 6: 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 requirements that each employee furnish the school with a criminal record summary as described in Section 44237.” Ed. Code Section 47605 (9b)(5)(E)

Piner-Olivet Charter School will comply with all applicable state and federal laws concerning immunizations; vision, hearing & scoliosis screening for students; 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 Ed. Code Section 44237. Each new employee having contact with minor pupils and not possessing a valid California teaching credential must submit fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. The requirement is a condition of employment. Employees will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

All building and housing of POCS shall meet health and safety regulations of the State of California and any other regulatory group or interest, including the District.

POCS ensures a safe, clean, and orderly campus that nurtures learning with a consistent organized Infrastructure supported by a School Safety Plan, Parent/Student Handbook, and Staff Handbook. Teachers ensure safe and orderly classrooms. School rules and regulations are provided to all students and families in the Parent/Student Handbook.

ELEMENT 7: ACHIEVING RACIAL & 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.” Ed. Code Section 47605(b)(5)(G)

The POCS program is designed to attract and serve a variety of students regardless of race, ethnicity, gender, religion, or socioeconomic background. POCS welcomes applications from ALL students at the appropriate grade level who reside in Sonoma, Napa, Mendocino, and Marin Counties regardless of race, ethnicity, religion, gender or socioeconomic status. POCS will make every effort to attract a pool of applicants who reflect the diversity of the Piner-Olivet Union School District, and will employ a lottery system that supports our wholehearted goal of having our student body reflect the rich demographic diversity of the Piner-Olivet Union School District area. Please note that POCS’s student body currently reflects our local POUUSD population.

In accordance with CA Education Code 47605, enrollment preferences will be:

1. Current students who meet Student and Parent Agreements
2. Pupils in an attendance area where 50% or more are eligible for free and reduced lunch who meet Student and Parent Agreements
3. Siblings of current POCS students who reside within the district attendance area who meet Student and Parent Agreements
4. Students who reside within the district attendance area.
5. Siblings of existing students who meet Student and Parent Agreements

6. Siblings of graduates of POCS who met Student and Parent Agreements
7. Students attending Piner-Olivet Union School District elementary schools who meet Student and Parent Agreements
8. Any other student who qualifies

Lottery Procedures:

If a demographic review of current students indicates a disparity from the overall demographics of POUSD, applications will be given preference in the lottery to ensure appropriate diversity of our student body. I.e. If our Redesignated Fully English Proficient (RFEP) population is lower than the local level of RFEP students, we place all RFEP applications in the lottery and non-RFEP students will not be eligible for the lottery until the appropriate percentage of RFEP students is reached.

ELEMENT 8: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Ed. Code Section 47605 (b)(5)(H)

Student admission to POCS will be based on applicable California State Education Code. Order of admissions is listed in Element 7: Achieving Ethnic and Racial Balance.

No student will be required to attend POCS. Admission to POCS is dependent on the following criteria:

- An attendance/enrollment agreement signed by students and parents, indicating they understand and are committed to the POCS program, policies, expected outcomes, and philosophy.
- Additionally, students will submit a letter of intent explaining their interest in POCS, describing the kind of middle school experience they hope to have and what they hope to contribute to the POCS community.
- Parent Agreements will encourage involvement and support. Parents are requested to contribute a minimum number of support hours and attend six meetings per school year:
 - 1 POCS child – 30 hours per school year
 - 2 POCS children – 36 hours per school year
 - 3 or more POCS children – 40 hours per school year
 - Sixth grade students interested in attending POCS’s seventh grade program must have a letter of recommendation from either a fourth or fifth grade instructor.

Applications for admission will be reviewed by a committee of POCS staff. Upon approval of the application, the student will be admitted at the first appropriate opportunity, with priority given as outlined in Element 7.

Early Enrollment is available for 5th and 6th grade students to reserve a place for 7th and 8th grade at POCS and will be honored within limits required to retain an ethnic and racial balance that mirrors our local community.

Enrollment Timeline:

1. Registration paperwork will be available in December.
2. Completed packets submitted to POCS on or before January 31 will qualify for priority registration. Students will be accepted in order of priority as outlined in Element 7.
3. Families will be notified of acceptance or waiting list status on or before February 14. If February 14 falls on a weekend, letters or emails will be sent the last business day before February 14.
4. Subsequent applications will be stamped with date of receipt, and reviewed for admission on a first come, first serve basis. If multiple packets are received on the same day, the order of priority listed in Element 7 will be invoked, including the necessity of maintaining a locally appropriate demographic balance.

Every reasonable effort will be made to achieve a balance within each classroom with regard to age, gender, racial and ethnic diversity. POCS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, 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 or association with an individual who has any of the aforementioned characteristics).

ELEMENT 9: AUDIT OF FINANCIAL & PROGRAMMATIC OPERATIONS

"The manner in which annual, independent, financial audits 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." Ed Code Section 47605(b)(5)(I)

POCS conducts its financial operations through established POUUSD procedures, as required of the other POUUSD schools. The POUUSD Business Office will be responsible for (but not limited to) payroll, insurance, audits and other related fiscal matters except as outlined below:

- The POCS Executive Committee will oversee the spending of POCS funds, according to the annual budget submitted to and approved by the POUUSD Governing Board.
- Programmatic operations shall be audited in the same manner as District programmatic operations are audited and will be performed in conjunction with the District's procedures.

Piner-Olivet Charter School is a direct-funded charter school and submits financial interim reports and an annual budget to the District's Governing Board for review on the same annual schedule as the budget review/adoption process for the Piner-Olivet Union School District. District fiscal policies and procedures for internal controls are adhered to by the leadership and administration and written

policies regarding person(s) who are authorized to sign contracts, write checks, and release institutional funding are in place.

Institutional funds are handled in a transparent and ethical manner.

All funds generated by the Piner-Olivet Charter School shall be restricted for the use of Piner- Olivet Charter School. The District will charge POCS for the costs incurred for special education services, business services, and other educational services. No District General Fund funds not generated by the Piner-Olivet Charter School shall be disbursed for Piner-Olivet Charter School purposes.

Multi-year planning is in place to ensure continued viability; and resources are aligned toward achieving the school's most important short and long-term goals that are linked to student learning.

ELEMENT 10: SUSPENSION AND EXPULSIONS

"The procedures by which pupils can be suspended or expelled." Ed Code Section 47605(b)(5)(J)

POCS is established as a drug-free, violence-free community where students and staff work together to develop appropriate rules and guidelines for behavior. These rules and guidelines will be distributed as part of the Student & Parent Handbook. The school's policies will provide all students with an opportunity for due process in conformance with applicable federal law. However, POCS will follow the current POUSD policies with regard to student suspensions and expulsions with the following exceptions:

In the event that a student engages in repeated violations of the school's behavioral or academic expectations, thus failing to fulfill their signed Student Agreement with POCS, the student and parent will be required to attend a meeting with the school's staff. A Continued Attendance Agreement contract will be written with specific improvement steps outlining future student expectations, timelines, and consequences for failure to meet the expectations. Consequences may include, but are not limited to, suspension or expulsion. A school administrator may, pursuant to the school's adopted policies, discipline and ultimately suspend or recommend for action by the District's Governing board to expel students who fail to comply with the terms of the Continued Attendance Agreement.

Any students discontinued from the program for failure to comply with the Student Agreement, may request a hearing in front of the POUSD Governing Board under the expulsion procedures of the District; final action shall be taken by the District Governing Board within one month of the request for a hearing. Students awaiting the hearing by the Governing Board will not be re-enrolled in POCS, until and unless the POUSD Governing Board so directs.

The school's policies will provide all students with an opportunity for due process in conformance with applicable federal law regarding students with exceptional needs.

If a pupil is expelled or leaves POCS without graduating or completing the school year for any reason, POCS 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.

ELEMENT 11: EMPLOYEE RETIREMENT

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed. Code 47605(b)(5)(K)

Employees of POCS will participate in STRS, PERS or Social Security depending upon each individual's eligibility and Piner-Olivet Union School District guidelines. The business office of the POUUSD will provide the necessary administration of employee benefits, retirement, etc.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code 47605(b)(5)(L)

No student may be required to attend the charter school. Students who choose a traditional school program may attend any of the local public schools which serve students of the appropriate grade.

ELEMENT 13: EMPLOYEE RIGHTS

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed. Code 47605(b)(5)(M).

Employees of POCS shall be considered employees of the Piner-Olivet Union School District, with all the rights and benefits accorded such employees. POCS employees shall be covered by existing contract conditions and shall be members of the appropriate bargaining units.

POCS employees will retain all years of seniority/service and rights of rehire, in the same way as applied to other Piner-Olivet Union School District employees. Teachers and staff leaving their current Piner-Olivet positions to work with POCS will continue at the appropriate pay scale level and will continue to accrue years of service/seniority within the Piner-Olivet Union School District.

Should a POCS employee desire to return to an elementary classroom within the POUUSD, all POCS service shall be taken into account, and the employee may return to the elementary classroom in accordance with appropriate contract conditions and current grade-level-change request guidelines.

ELEMENT 14: 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.” Ed. Code Section 47605(b)(5)(N)

The staff and Board of the Piner-Olivet Charter School and the Piner-Olivet Union School District agree to attempt to resolve all disputes relating to the interpretation or application of provisions of this charter according 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.

In the event of a dispute between the Piner-Olivet Charter School and the Piner-Olivet Union School District, the staff and Executive Committee of the Charter school and the District Governing Board agree to first frame the issue in written format and refer the issue to the Superintendent and Principal of the School. The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement.

In the event that this informal meeting fails to resolve the dispute, both the POCS Executive Committee and the POUUSD Governing Board shall identify two members each, who shall jointly meet with the Superintendent or designee and Principal of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent or designee and Principal shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Principal. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the District and the Charter School. All timelines in this section may be revised if mutually agreed upon by the District and the Charter School. If the dispute is not settled by mediation, the POUUSD Governing Board shall make the final determination. The Charter School retains all rights to redress under the law.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

“A declaration of whether the charter school or local school district will be the employer for EERA (labor relations) purposes.” Ed. Code 47605(b)(5)(O).

The Piner-Olivet Union School District shall be deemed the exclusive public school employer of the employees of the POCS for collective bargaining purposes under the Education Employment Relations

Act (EERA). The scope of representation shall include discipline and dismissal of charter school employees.

ELEMENT 16: SCHOOL CLOSURE AND ASSETS

“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 school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code 47605(b)(5)(P).

Should the District Governing Board either revoke the charter or fail to renew the charter, closure of POCS will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify the District as the entity responsible for closure and person or persons responsible for closure-related activities.

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

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

A list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, will be provided to the District as the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The District will maintain and store original records of POCS upon Charter School closure.

As soon as reasonably practicable, POCS will prepare final financial records. POCS will also have an independent audit completed within six months after closure. POCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all

financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

POCS will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

The District and POCS will utilize the POCS reserve fund to undertake any expenses associated with the closure procedures identified above.

ELEMENT 17: ADDITIONAL REQUIREMENTS: IMPACT ON AUTHORIZER

17.1 Liability and Indemnity

“Potential civil liability effects, if any, upon the school and upon the District”. Ed. Code Section 47605(g).

The Charter School shall remain under District insurance coverage. Insurance amounts will be determined by recommendation of the District and its insurer for schools of similar size, location, and student population. The District will institute and maintain appropriate risk management practices.

17.2 Term of the Charter

The renewal term of this charter will begin on December 15, 2020 and will expire five years thereafter.

17.3 Amendments/Material Revisions Any member of POCS or the community at large may suggest an amendment to the charter. The suggested amendment(s) will be brought before the POCS Executive Committee and the POUUSD Governing Board. The amendment must be approved by the POUUSD Governing Board. The POUUSD Governing Board receiving the proposed amendment will consider the proposed material revision and vote to approve or deny within sixty days, unless both parties agree to a postponement. Changes in law affecting charter schools in general, and POCS specifically, may be

subsequently reflected in this charter document without pursuing the material revision process. Any material revisions made shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

17.4 Centralized Administrative Services

Centralized administrative services at the Piner-Olivet Charter School will be run in a substantially similar fashion to those at the other District Schools.

17.5 Severability

If any provision of this charter is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the charter shall continue in full force and effect.