



# *Linscott Charter School*

## **Charter Revision 2008**

### **Introduction**

Linscott Charter School is a mature charter school that has been successfully operating since 1994. The strength of the original vision of the founders of Linscott Charter School was reaffirmed this year as the Site Management Team (SMT) led the school community through a process of reviewing the mission statement and charter. At a town hall meeting in October 2007, the school community began the process by reviewing the mission statement. The consensus of the community is that our mission continues to be an accurate articulation of our school's purpose. The SMT met to explore the ways in which our school has changed and to focus our vision for the future. Their work, along with the continued relevance of the vision of our founders, is reflected in this revised charter.

### **Mission Statement**

Linscott Charter School is a K-8 parent participation school, collaboratively governed by parents and staff. Dedicated teachers and supportive families provide individualized, active, hands-on learning that fosters each child's academic success, encouraging excellence. Students become self-motivated, critical thinkers, demonstrating creativity and confidence. Our focus on community, in and out of the classroom, allows students to gain social and environmental awareness.



## Required Charter Elements

***A. Description of the educational program, identifying 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. Goals of the program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.***

### *1. Description of the educational program*

Linscott Charter School is a small, personalized learning community where teachers and students know each other well in a climate of trust and high expectations for all. Modeling democratic practices with a strong commitment to equity, Linscott Charter School works to create academic success for every student by sharing decision-making with all those in the school community and deliberately and explicitly confronting all forms of inequity. Linscott Charter School focuses on helping all students use their minds well through standards-aligned interdisciplinary studies, community-based "real-world" learning and performance-based assessment.

Linscott Charter School sees school reform as an essentially local phenomenon, the outcome of groups of people working together, building a shared vision, and drawing on the community's strengths, history and values. Linscott Charter School has a commitment to the principles held by the Coalition for Essential Schools, a set of beliefs about the purpose and practice of schooling. These principles guide us to examine our priorities and design structures and instructional practices that support:

- Personalized instruction to address individual needs, learning styles and interests;
- Small classrooms, where teachers and students know each other well and work in an atmosphere of trust and high expectations;
- Multiple assessments based on performance of authentic tasks;
- Democratic and equitable school policies and practice;
- Close community partnerships.

Linscott Charter School is a K-8 program with 218 students, having grown from a K-5 program with 130 students when the charter was originally granted. The

student population consists primarily of students from within the PVUSD (92%) and is ethnically diverse. The program consists of single grade level classrooms K-6 and a multi-age 1-3 classroom. The middle school, grades 7 and 8 structured around core subjects, with exploratory classes and community service events that integrate students from 6th grade.

The Linscott educational program is holistic, so students at all grade levels receive a curriculum that includes, in addition to standards-based core academic subjects, a comprehensive physical education program, music, and performing and visual arts. The educational program is aligned with student outcomes and assessments. Linscott Charter School curriculum is integrated with outdoor education and all students take part in active and ongoing outdoor education activities.

Linscott is able to offer such a rich curriculum thanks to the parent involvement component of our program. Parents participate in every aspect of the school's operations, including providing daily classroom support for teachers, serving on school committees and as parent representatives on the Site Management Team. The parent education provided by our staff also uniquely enriches the learning of Linscott parents and students, both in school and at home.

The core academic program includes language arts, math, science, history and social studies. The curriculum is standards-based and integrated wherever possible. With the exception of the multi-aged class, the curriculum is structured in a grade by grade sequence. Students in the multi-aged class are self-paced and work on open ended curriculum. The learning materials for all grades are aligned to student goals and range from school wide adoptions, such as our math materials, to teacher created materials that are often used in literacy, social studies and science.

2. *What it means to be an educated person in the 21st century; program goals.*

Change is the only constant. The story of the last century, in education as well as society in general, featured change in the leading role. All of us with school-age children have seen phenomenal shifts in society within our lifetimes. These evolving norms and beliefs along with an ever-expanding knowledge base are evident in our homes, our neighborhoods, our schools, the nation and the world. This pace is only accelerating in the 21<sup>st</sup> century. As educators teaching children who will live in a rapidly changing world, we need to help them function in a society that does not yet exist. How can we do that?

At Linscott we begin by creating a community that values lifelong learning. Parents participate actively as learners, modeling lifelong learning for their children. Teachers learn from children and parents, modeling the same value for their students. We all view ourselves as a community of learners.

The five-year-olds of today will face an entirely different set of challenges as adults. They will work with new tools, form human relationships in ways that we can only imagine, and solve problems we cannot foresee. Therefore, the most important lessons our children learn in school will be about themselves and how they learn. When they recognize their own learning styles, intelligences and what works best for them as individuals, they will have prepared themselves to value and collaborate with others in problem-solving. Given the necessity to keep pace with constant change, we consider lifelong learning to be the most essential value of an educated person in the 21st century.

In order that they may successfully face their challenging future, we expect our graduates to use their hearts and minds well. We work together in supporting the development of:

Personal Character:

*Linscott students model...*

- Respectfulness: Treating others as you would like to be treated
- Responsibility: Being accountable for your actions and choices
- Responsiveness: Reacting positively to help others
- Resourcefulness: Finding solutions for self and community

### Habits of Mind:

#### *Linscott students...*

- Persist
- Think interdependently
- Apply past knowledge to new situations
- Think flexibly to deal with change
- Strive for accuracy
- Create and innovate

### Knowledge/Critical Thinking Skills:

#### *Linscott students develop thinking skills by...*

- Questioning and posing problems
- Communicating effectively, both verbally and in writing with people of all ages
- Gathering data through all senses
- Thinking about thinking
- Analyzing, evaluating, and organizing ideas
- Possessing scientific and mathematical understanding and skill
- Setting goals

### Personal Attitude:

#### *Linscott students...*

- Respond with wonderment and awe
- Take responsible risks
- Find humor
- Manage impulses
- Continue to pursue learning

- Self-motivate
- Behave ethically

### Global Awareness:

#### *Linscott students demonstrate global awareness by...*

- Working cooperatively with others
- Understanding the human and natural world, and possessing a sense of power to effect change
- Demonstrating strong leadership skills
- Appreciating cultural heritage
- Utilizing current technology proficiently

### *3. How learning best occurs: The Linscott Philosophy*

For many years researchers have been demonstrating the importance of developmentally-based, experiential learning to produce well-rounded, capable, critically-thinking citizens, who are lifelong learners. At Linscott we believe that children learn by doing. Rather than absorbing knowledge that has been predigested by others, we strive to implement a curriculum in which each child has the opportunity to recreate his or her world in a resource-rich environment.

We further believe that children bring their whole selves to the learning process, including intellectual, physical, social, emotional and creative needs, skills and possibilities. Therefore an integrated curriculum best provides opportunities for students to approach learning with all that they possess in skills, interests, talents and capabilities, resulting in individually creative work products or powerful cooperative group products.

Current emphasis on test scores and standards have pushed teachers to focus increasingly on direct instruction to meet those demands, at the expense of valuable integrated experiences that allow students to apply knowledge to real situations. Direct instruction does have its place, and the California State Standards do form the underlying structure for our *Linscott Student Outcomes*.

However, at Linscott we are committed to implementing those standards as tempered by our understanding of child development and the ways in which learning best occurs. Our philosophy holds that the eight key elements for optimum learning are: the learning environment, support for creativity, subject matter integration, experiential activities, teacher quality, addressing developmental needs, rigorous and relevant curriculum, and parent support.

Environment: *Learning occurs best when ...*

- Personalized instruction addresses individual learning needs, styles and interests
- School culture is supportive and nurturing
- An atmosphere of trust and high expectations exists
- School is welcoming and relevant

Creativity: *Learning to be creative requires...*

- Opportunity
- Encouragement
- Training
- Motivation
- Practice

Integration: *Learning is enhanced by ...*

- Providing context and meaning
- Increasing academic vocabulary
- Raising interest level
- Providing opportunity for application of knowledge

Experiential activities: *Learning is boosted when students...*

- Construct their own meaning
- Acquire background knowledge
- Develop a positive attitude about school

Teachers: *Learning occurs when teachers...*

- Develop rapport and trust with students
- Hold high expectations for all
- Are committed to meeting the needs of all
- Coach students to demonstrate mastery of subject matter
- Teach rigorously and vibrantly

- Model life-long learning

Developmental Needs: *Learning occurs best when the following developmental needs are considered:*

- Cognitive
- Physical
- Social/Emotional
- Nutritional
- Creative

Curriculum: *Learning occurs best when curriculum...*

- Is meaningful and relevant
- Is interdisciplinary
- Is project oriented
- Supports students in developing habits of mind
- Considers the need for novelty

Parental support: *Learning occurs best when parents...*

- Form a home/school connection
- Facilitate positive relationships
- Set example for life-long learning
- Show value for education by participating in the classroom and school

Parents at Linscott also provide a strong voice in the affairs of the school. All parents participate in school-wide events, committees and fundraisers. A Parent Advisory Group works with the staff and administration to plan the program, to improve the school site and reach out to the community at large. Linscott parents join together to support one another in the challenging and rewarding work of raising and educating their children.

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***B. Measurable pupil outcomes identified for use by the charter school, and the extent to which pupils demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's educational program.***

The Linscott Student Outcomes are aligned with state content standards in the academic core subject areas. In addition, Linscott develops standards and

expectations for those areas deemed to be of importance to the program at Linscott which may not be covered by state standards, such as parent education and outdoor education. Linscott Charter School students will:

- ✓ Meet or exceed California State content and performance standards;
- ✓ Master age appropriate principles of mathematics and logical reasoning and apply them to real life situations;
- ✓ Demonstrate the ability to use appropriate technology for the purpose of research, analysis, communication, organization, and self-expression;
- ✓ Understand social responsibility and will respond positively to their school and community;
- ✓ Effectively use life-long learning skills including goal setting, planning, reflection and evaluation of their own learning;
- ✓ Work cooperatively and collaboratively in a variety of situations;
- ✓ Demonstrate their physical skills by participating in individual and team activities. They will recognize and pursue healthy habits of fitness and nutrition;
- ✓ Appreciate and respect natural environments and will be responsible stewards of the Earth's resources;
- ✓ Demonstrate cognitive processing abilities utilizing complex and critical thinking skills by identifying, accessing and integrating available resources and information to: reason, make decisions, solve problems, and articulate their thought process;
- ✓ Exhibit healthy social-emotional skills and self-esteem by demonstrating respect for diversity
- ✓ Make positive choices for themselves in their interpersonal relationships;
- ✓ Utilize scientific research and inquiry methods to understand and apply major concepts of science;
- ✓ Exhibit effective communication skills through speaking, reading and writing in a critical, reflective, and responsible manner using a variety of media;
- ✓ Have a proficient knowledge of civics, history and geography;
- ✓ Become self-motivated competent, life-long learners.

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***C. Method by which pupil progress is to be measured.***

On-going assessment of Linscott student work will take place in a variety of ways including, but not limited to:

- The statewide assessment program, STAR;
- Computer based, individualized assessment;
- Assessments correlated to textbook adoptions;

- Assessments required by special funding sources;
- Teacher-developed assessments correlated to specific units or curricular areas;
- Rubrics
- Student portfolios including examples of the child's best work, both self-selected and teacher selected to demonstrate growth and competence in all curricular areas;
- School-wide writing days;
- Performance-based assessment of real-life situations and project-oriented activities in which skills and knowledge are displayed;
- Self and peer assessment; students will participate in individual goal-setting followed by self and peer assessment as a regular part of their classroom work.
- Eighth-grade exit projects;
- Adult observations and anecdotal records.

Assessment of student progress is communicated to parents through formal teacher/parent conferences, written report cards and student-lead portfolio conferences. In addition communication with parents occurs throughout the year during parent/ teacher seminars, on-line grade books and informal consultations regarding student progress.

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***D. Governance structure of the school, including process to be followed by the school to ensure parental involvement.***

*1. Governance Structure*

Linscott Charter School departs from the traditional school governance model in several ways. The Site Management Team (SMT) is made up of an equal number of parents and staff, as well as the Administrative Director, who is a non-voting member. Parents elect parent representatives and staff elects staff representatives. The primary goal of the SMT is to ensure a quality education for all students attending Linscott Charter School. SMT responsibilities include governance, executive and judicial functions, and are detailed in the SMT By-laws (Policies #9000-9500). The By-laws are reviewed annually and new SMT members are oriented to their role on the governance team.

The Administrative Director and all employees serve at the discretion of the SMT, are provided with a detailed job description, and participate in an annual evaluation process.

## *2. Parent Participation*

Section A. 3. , above, fully discusses the vital role of parent participation at Linscott Charter School. Parent participation is governed by policies #8001 through #8005, which are included in the SMT policy binder as well as in the parent handbook provided to all parents. Through these policies Linscott strives to ensure that parents can participate in ways which reflect their own skills, interests and talents, as well as taking into consideration the constraints of family, work and other commitments outside of Linscott.

In addition, Linscott is committed to supporting parents in their participation by providing parent education through teacher-led meetings, speakers meetings and a parent education library available to all parents.

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## ***E. Qualifications to be met by individuals to be employed by the school.***

In order to maintain the integrity and coherence of the Linscott Charter School program, we expect that applicants for positions at Linscott will measure up to the highest professional standards. Linscott Charter School employees will meet similar qualifications required for equivalent positions in the district, with the following additions:

### *1. Teachers*

Teachers at Linscott Charter School are required to hold a valid California Teaching Credential, to document a history of effective service to children and families and to demonstrate exceptional skill from which the school community may benefit.

Qualifications are outlined in the Teacher Job Description adopted by the SMT, and maintained in the SMT Policy Binder, Section 4: Personnel.

Beginning teachers are mentored as outlined in Section M, "Other Rights of Employees at Linscott Charter School."

Teachers at Linscott Charter School will demonstrate:

- Good communication skills with students, parents and colleagues;
- Enthusiasm for the philosophy of the school;
- A commitment to on-going professional development in curricular areas, effective teaching strategies, child development, and recent changes in educational theory and practice;
- A willingness to commit to developing and implementing a parent education component in their instructional plan and to using parents effectively in the classroom.

## *2. Other staff*

Classified and other support personnel will meet the qualifications outlined in job descriptions. All personnel are provided with a job description adopted by the SMT and maintained in Section 4: Personnel, of the SMT Policy Binder.

## *3. Volunteers*

Parent volunteers share the commitment to the philosophy of Linscott Charter School and agree to actively participate in the school program as outlined in Parent Participation Policies #8001- 8005.

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### ***F. Procedures to follow to ensure the health and safety of pupils and staff, including the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.***

Linscott Charter School will comply with the provisions of Education Code 44237 Private School Instruction Employee: Fingerprints and Criminal Records Summary Requirements: Definitions "Each employee having contact with minor pupils and not possessing a valid California State teaching credential must

submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. This requirement is a condition of employment. “

Students are not permitted to leave campus during the school day without the supervision of a certificated teacher. Written parent permission is required for all off-campus trips during the school day, in accordance with PVUSD and Linscott Charter School field trip policies. Parents who drive students are required to provide a valid California Driver’s License and proof of insurance in accordance with district requirements.

Employees and parents are required to show evidence of TB screening, and teachers are required to regularly update CPR and First Aid certification.

Linscott Charter School arranges for maintenance of the facility in safe condition and complies with statutes governing health and safety, including current seismic safety criteria and CALOSHA requirements. Linscott Charter School provides custodial services and contracts with the district for other maintenance as outlined in the Memorandum of Understanding. In addition Linscott has a Safety Committee consisting of school personnel and parents, and conducts regular safety meetings in accordance with district policy and procedures. The Safety Committee, in conjunction with the Administrative Director, plans, executes, develops and communicates procedures for all earthquake, fire, and lock-down drills for students.

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***G. The means by which the school will achieve a racial and ethnic balance among its pupils reflective of the general population of district.***

Linscott Charter School values diversity as an important component of a quality learning environment. Through active and organized recruitment and admission practices, the racial and ethnic balance of Linscott Charter School will strive to reflect the general population of the Pajaro Valley Unified School District

attendance area. Families will be considered for admission without regard to ethnicity, national origin, gender, disability or achievement level of students. In recent years the policies governing parent participation have been adjusted to provide access to a wider demographic of families.

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#### **H. Admission requirements, if applicable.**

As per California Charter School Law, admission to Linscott Charter School is restricted to residents of Santa Cruz County, and residents of counties adjacent to Santa Cruz County. Preference will be given to pupils residing within the attendance area of the PVUSD.

In addition, the following criteria will also be considered in the admission of families:

- Prospective parents will demonstrate a clear understanding of and commitment to parent participation as outlined in the Linscott Parent Participation Policies;
- Prospective parents will articulate an understanding of and commitment to the educational philosophy of the school as outlined in the School Charter and other written documents as provided by the Enrollment Coordinator;
- Prospective parents will participate in all enrollment procedures;
- Priority will be given to families with siblings already enrolled in Linscott Charter School;
- Admission will be determined by a lottery when there are more interested families than available placements.

Linscott Charter School adheres to its Admissions Policy #3000 in all matters concerning student admissions. This policy is reviewed annually.

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#### **I. Manner in which annual, independent, financial audits shall be conducted.**

Linscott Charter School is locally funded. The Pajaro Unified School District receives the funding for the school and provides fiscal, accounting and purchasing services to Linscott as outlined in the Memorandum of Understanding. Any services for which Linscott Charter School contracts with the PVUSD are on a fee basis, with charges not to exceed the actual cost to PVUSD. Any such services and their costs are outlined in a Memorandum of Understanding. Employee benefits/retirement plan and liability insurance are contracted with the PVUSD at cost and reflects those benefits negotiated by the PVUSD employees, both certificated and classified.

An annual fiscal audit of Linscott Charter School finances is conducted as part of the PVUSD annual audit.

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***J. The procedures by which pupils can be suspended or expelled.***

The procedures for suspension and expulsion of Linscott Charter School students are identified in a comprehensive Linscott Charter School Discipline Policy. This policy is consistent with California Education Code in regards to suspension and expulsion; however, the emphasis of the policy will be on conflict resolution and preventive measures which would avoid the necessity of suspensions or expulsions. Any final decisions regarding the disposition of such student matters will be at the discretion of the Linscott Charter School Site Management Team.

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***K. The manner by which staff members of the school will be covered by STRS, PERS or SSI.***

- All certificated employees of Linscott Charter School participate in STRS and contribute at the rate established by STRS;
- All classified employees of Linscott Charter School participate in PERS and contribute at the rate established by PERS;

- All employees who are not members of STRS or PERS must make contributions to the social security system.

Linscott Charter School makes all employer contributions as required by STRS, PERS and Social Security. Linscott Charter School also makes contributions for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer.

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***L. Public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.***

Since Linscott Charter School does not have a neighborhood attendance area, all students not wishing to attend the charter school may enroll in their school of residence.

Students may be returned to their school of residence 14 days after written notice if parents fail to adhere to the provisions of the Linscott Charter School Parent Participation Policies. However, the SMT is committed to offering alternative methods of participation to meet diverse parent needs, and maintains policies that offer every opportunity for improvement, negotiation, and leaves of absence to support parents in their efforts to be involved in their students' education.

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***M. 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.***

The Linscott Charter School staff and Site Management Team are committed to preserving the hard-won gains of the PVUSD collective bargaining units for both Certificated and Classified employees. Even when budget reductions complicate negotiations, service at Linscott must always be at least as remunerative and secure as work at any other school site. Acknowledging that exemplary service in teaching requires substantially more than a forty-hour work week, and that

significant professional growth requires extensive out-of-work commitments, we will strive to achieve parity of compensation and benefits with other professions. In recognition of the parent education duties above and beyond what PVUSD employees are required to perform, the SMT commits to a minimum of 2% above the PVUSD in its compensation for full-time classroom teachers. All teachers will be provided with a job description and salary schedule approved by the SMT.

The District and the Pajaro Valley Federation of Teachers have agreed that tenured teachers who are hired by the Linscott Charter School SMT are required to take a Leave of Separation from the PVUSD for a period of up to 39 months. If they wish to return to the District, they must file a formal request to return by March 1 of the third year of the Leave of Separation. Should they return to the PVUSD within the 39 month period, they retain their original hire date for seniority purposes, but will not be guaranteed their original school or assignment. They will not advance in step and column for the time they were at Linscott. They will remain where they were on the salary schedule or will be given up to 10 years earned service credit as per District practices. Their rights to a position within the District will be immediately below that of YRE opt-outs. While tenured District teachers are on a Leave of Separation at Linscott, they will not be PVUSD employees nor will they be represented by PVFT.

If Linscott ceases to be a charter school, teachers who were tenured with the PVUSD prior to working at Linscott and who are within the 39 months Leave of Separation, will once again become District employees and will retain their original hire date for seniority purposes. Teachers hired by Linscott who are not tenured PVUSD employees will have no District or Union rights.

The District and CSEA have agreed that classified employees who choose to remain with Linscott will no longer be District employees or bargaining unit members.

Other Rights of Employees at Linscott Charter School

Linscott staff members shall serve at Linscott under terms and conditions of yearly renewable assignments, as determined by the Linscott Charter School Site Management Team, upon recommendation of the AD. These terms and conditions will be specified in Personnel Policies and will include, but may not be limited to:

- Willingness to work effectively as a member of a developmental learning team, and a willingness to go beyond traditional job roles;
- Commitment to professional growth and lifelong learning;
- Participation in a professional evaluation process.

For teachers new to Linscott, development in the above areas is facilitated by the administration. They participate in relevant training or workshops, receive extra planning time, visit exemplary programs, etc. Collaborating in the probationary teacher's best interest, the AD meets regularly with the employee to monitor his or her assimilation into the life and work of the Linscott community. Satisfactory completion of the probationary year shall automatically qualify the new teacher for renewal of an annual teaching assignment if one is available.

Certificated employees participate annually in a professional evaluation process, outlined in Linscott Charter School Evaluation Policy #4162. If any certificated employee is in need of professional assistance and/or remediation, the Administrative Director will form an intervention team in accordance with Linscott Charter School Evaluation Policy and will keep the SMT informed according to the same policy. The purpose of remediation is to support the employee in bringing about change and improvement. If satisfactory progress is not made, Linscott Charter School will not renew that staff member's work assignment.

Yearly evaluation of classified employees will be conducted by the Administrative Director, using an approved evaluation instrument that will include components of the current district evaluation procedure. All classified staff evaluated as needing improvement will be supported in bringing about change. If satisfactory progress is not made in the identified areas, the school will not renew that staff member's work assignment.

The Administrative Director will be evaluated annually by the Linscott Charter School SMT, using an evaluation instrument developed by the SMT, which is detailed in Linscott Charter School Policy #2003. The Administrative Director will receive regular direction and support from the SMT through meetings of the SMT as well as from formal, written policies and goals. Every effort will be made to assist the Administrative Director in improving performance. The Administrative Director contract may or may not be renewed annually at the discretion of the SMT.

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***N. Procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.***

1. Material revisions of the Linscott School Charter must be approved by majority vote of the Linscott Charter School SMT and the PVUSD Board of Trustees. This charter is intended to be a broad framework and will be amplified and supported through specific SMT policies and administrative procedures.
2. The Linscott Charter School SMT will seek to resolve any possible differences with the District prior to seeking approval of renewal from the Board of Trustees through consultation with District personnel, primarily the Assistant Superintendent of Alternative Education. Any possible disputes relating to implementation of provisions of the charter will be similarly resolved.
3. Any charter provision that, through legislation or legal ruling, is deemed to be outside the intent of California Education Code Section 47605-47608 will be removed from the charter. Such a situation will not result in the revocation of the charter.
4. The charter may be revoked by the PVUSD Board of Trustees if Linscott Charter School:
  - o Commits a material violation of any of the conditions, standards or procedures set forth in the charter;

- Fails to pursue any of the student outcomes identified in the charter;
  - Fails to meet generally accepted standards of fiscal management;
  - Violates any provision of the law.
5. In the event that the charter should be revoked, Linscott Charter School will again be subject to all policies, regulations, processes, and controls of the district and will continue as a parent participation magnet school.

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***O. 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.***

Linscott Charter School shall be deemed the exclusive public school employer of all employees of the charter school for the purposes of the Educational Employment Relations Act.

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***P. 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 disposing of net assets and for the maintenance and transfer of pupil records.***

Should the Linscott School charter be revoked for any of the reasons detailed below, ("Other Charter Provisions"), Linscott School will again be subject to all regulations, processes and controls of the Pajaro Valley Unified School District, and will continue as a parent participation magnet school. All assets and liabilities will fall under control of the PVUSD.

Should the school close altogether, PVUSD policies and procedures will apply for the disposition of all assets and liabilities of the school, including the final audit, disposing of net assets, and the maintenance and transfer of pupil records.

Other Charter Provisions

1. Material revisions of this charter must be approved by majority vote of the Linscott Site Management Team and the Pajaro Valley Unified School District Board of Trustees. This charter is intended to be a broad framework; specific policies and procedures will be developed as needed.
2. Any charter provision that, through legislation or legal ruling, is deemed to be outside the intent of any laws governing charter schools will be removed from the charter. Such a situation would not result in the revocation of the charter.
3. The charter may be revoked by the Pajaro Valley Unified School District Board of Trustees if:
  - Linscott Charter School commits a material violation of any of the conditions, standards or procedures set forth in the charter;
  - Linscott Charter School fails to meet or pursue any of the student outcomes identified in the charter;
  - Linscott Charter School fails to meet generally accepted standards of fiscal management;
  - Linscott Charter School violates any provision of the law.
4. Linscott Charter School will be nonsectarian in its programs, admission policies, employment practices and all other operations, and will not discriminate against any student or employee on the basis of ethnicity, national origin, gender or disability.
5. Linscott Charter School will not charge tuition for its regular educational program. However, optional fee-based, after school or summer programs may be offered on site.
6. Linscott Charter School may apply directly for outside grants and other funding and pursue a variety of fundraising avenues, without restriction.