

# Rincon Valley Charter School

## Renewal Application

For the Term  
December 11, 2017 through December 11, 2022

Approved by the RVUSD Governing Board on  
November 14, 2017

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## **AFFIRMATIONS**

The Charter School is committed to the following affirmations:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, 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)]
- The Rincon Valley Union School District declares that it shall be deemed the exclusive public school employer of the employees of Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School will not discriminate against any pupil on the basis of the characteristics described in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 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)]
- The Charter School will admit all pupils who wish to attend the charter school, subject only to capacity. If the Charter School receives a greater number of applications than there are spaces for students, admission shall be determined through a public random drawing process. Except as required by Education Code Section 47605(d)(2), 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. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Meetings of the Rincon Valley Union School District Board of Education for the Charter School shall be held in accordance with the Brown Act.
- The Charter School shall comply with the Individuals with Disabilities Education Improvement Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- The Charter School shall comply with the Public Records Act and the Federal Educational Privacy Rights Act (“FERPA”).
- The Charter School shall continually strive for a healthy, collaborative, synergistic relationship with the District and surrounding Districts.
- The Charter School shall offer, at a minimum, the same number of minutes of instruction set forth in Education Code Section 47612.5(a)(l)(A)-(D) for the appropriate grade levels. The intent of the authorizing District is for the Charter School to meet or exceed the

- annual number of instructional minutes as provided by other local middle schools.
- The Charter School will develop a conflicts of interest code in accordance with the conflicts code of the District.
  - 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. Education Code Section 47605(d)(3)]
  - The Charter School 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 11967.5.1(f)(5)(C)].
  - The Charter School 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. Education Code Section 47605(1)]
  - The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
  - The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
  - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
  - The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
  - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

## CHARTER RENEWAL CRITERIA

1. Education Code Section 47607(b) requires that a charter school must meet *at least one* of the following renewal criteria prior to receiving a charter renewal:
  - 1.1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school-wide and for all groups of pupils served by the charter school.
  - 1.2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
  - 1.3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
  - 1.4. The entity that granted the charter 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 pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
  - 1.5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.
  
2. Education Code Section 47607(a)(3): (A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal. (B) For purposes of this section, “all groups of pupils served by the charter school” means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.

Education Code Section 52052(a)(3): (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils, each of whom has a valid test score. (B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. Potential subgroups include:

- 2.1. Ethnic subgroups.
- 2.2. Socioeconomically disadvantaged pupils.
- 2.3. English learners.
- 2.4. Pupils with disabilities.
- 2.5. Foster youth.
- 2.6. Homeless youth.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal set forth in Education Code Section 47607(b).

Assembly Bill 484 amended Education Code section 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or

programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Analysis of Most Recent API Calculation

<b>LEGAL REQUIREMENTS FOR CHARTER RENEWAL Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal</b>	
<b>Renewal Criteria</b>	<b>Criteria Met</b>
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	Yes; see table below
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; see table below
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	Yes; see table below
The entity that granted the charter 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 pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Not Applicable
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable
(Source: CDE DataQuest, accessed September 15, 2017)	

The Charter School had the following API scores:

Year	API Ranking	Similar School Ranking	API Scores	API Growth Target (Actual Growth)
2007-08	9	6	847	A (+21)
2008-09	9	7	825	A (-19)
2009-10	8	5	888	A (+65)
2010-11	9	9	871	A (-17)
2011-12	9	9	862	A (-19)
2012-13	8	3	850	A (-12)

“A” means the school or subgroups scored at or above the statewide performance target of 800. (Source: CDE website, accessed August 28, 2017)

Additional Justification for Charter Renewal: Analysis of Student Subgroup Academic Achievement (Education Code Section 47607(a)(3))

The Charter School has the following significant subgroups: Socio-economically Disadvantaged Pupils, Pupils with Disabilities, and White Students. The following table outlines the CAASPP performance for ELA and Math for these significant subgroups.

Years	Subgroup	ELA % Meeting/ Exceeding	Math % Meeting/ Exceeding
2014-15 2015-16 2016-17	Socio-Econ	48 43 60	26 29 32
2014-15 2015-16 2016-17	Disabilities	24 30 43	14 12 21
2014-15 2015-16 2016-17	White	65 63 78	42 42 55

The Spring 2017 California Dashboard compares the 2014-15 and 2015-16 school years and sets the following performance levels for the significant subgroups present at the Charter School:

- Socio-economically Disadvantaged Pupils: Blue
- Pupils with Disabilities: Red
- White Students: Green

Spring 2017 CAASPP scores are significantly higher than previous years and demonstrate the school is improving its academic achievement results for its significant subgroups of students.

## **ELEMENT 1.**

### **EDUCATIONAL PROGRAM**

*Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter 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. Education Code Section 47605(b)(5)(A)(i).*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

The Charter School is a site-based, traditional calendar charter school for seventh and eighth grade students. It is located on one or more sites within the Rincon Valley Union School District. The school community at each site will operate as a unique TK-8 campus. The Charter School fosters a learning environment where all students can achieve excellence in academics while involving themselves in a community of kindergarten through eighth grade learners. Students develop socially and emotionally within a safe and nurturing environment where they will feel supported in their development as a young adult.

#### **MISSION**

The Charter School pursues excellence in middle school education where students are self-motivated, competent, lifelong learners who hold themselves to high academic and personal standards within a student-centered environment, emphasizing a challenging core curriculum.

#### **VISION**

The vision of the Charter School is to provide an unique educational program for students who are interested and committed to participating in a rigorous core academic program in a small school setting, based upon the California state content standards and local essential standards, with an educational experience focusing on Project-Based Learning, infused with technology and fine arts to support the intellectual, physical, social, and emotional development of a 21<sup>st</sup> century student.

#### **WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE**

The Charter School education program provides expanded educational choice and opportunities for families in the Rincon Valley and greater Santa Rosa community. The Charter School offers two separate program options. The first is for students in grades 7 and 8, which includes strong

student support. Informal data gathered from parents and teachers indicate that a number of 7<sup>th</sup> and 8<sup>th</sup> grade students' families currently seek alternative private programs with lower enrollment and higher student support. In addition, these families desire a rigorous academic program with access to technology and the fine arts. The second program option is a long-term independent study program for students in TK-8. This option provides credentialed teacher support for families who choose, for whatever reason, to instruct their children primarily at home.

The Charter School serves students in TK-8th grade whose families have an interest in and dedication to the school's philosophy and vision. The Charter School shall be nonsectarian in its admission policies employment practices, and all other operations. The school shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or any characteristic listed in Education Code Section 220.

### **WHAT IT MEANS TO BE AN "EDUCATED PERSON" IN THE 21ST CENTURY**

To be a well-educated person of the 21<sup>st</sup> century, one needs:

- To be academically capable, able to think creatively, make sound decisions, solve problems, and possess scholarly attributes.
- To have a deep understanding of the humanities, sciences, and the arts.
- To be capable of using technology as a tool in the pursuit of continued learning.
- To be an exceptional communicator; one who possesses superb skills in many forms of communication.
- To be capable of establishing and completing long- and short-term goals.
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty.

THE ATTRIBUTES OF AN EDUCATED PERSON IN THE 21ST CENTURY INCLUDE:

- Being literate.
- Being competent in oral, written, and visual communication.
- Understanding the scientific process.
- Understanding historical foundations and apply them to the modern day.
- Understanding of the mathematical process.
- Ability to think critically, creatively, analytically, and logically.
- Ability to gather, organize, and present information.
- Ability to critically assess data and sources.
- Ability to set and achieve personal, academic, and group goals.
- Ability to communicate and collaborate in a group setting.

### **HOW LEARNING BEST OCCURS**

Learning best occurs for adolescents when they are involved with issues they regard as important

and that have meaning in their own lives. They need to:

- Recognize and acknowledge global diversity.
- Explore and apply ideas such as fairness, equity and justice to the world around them.
- Be actively involved in their learning.
- Engage in interactive learning opportunities within the community.
- Be provided with opportunities for differentiated learning.
- Engage in multiple levels of questioning and thinking.
- Engage in editing and revision based on feedback to finalize work.
- Access, evaluate, and incorporate information using technology.
- Engage in metacognition.
- Experience high expectations from adults in their lives and be provided with the support needed to achieve those high expectations.

## **METHODS OF INSTRUCTION**

As outlined in the Carnegie Council on Adolescent Development Report, *Turning Points: Preparing American Youth for the 21st Century*, the school and teachers will work to:

- Create small communities for learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth. The key elements of these communities are schools-within-schools or houses, students and teachers grouped together as teams and small-group advisories that ensure that every student is known well by at least one adult.
- Teach a core academic program that results in students who are literate in all disciplines, think critically, lead a healthy life, behave ethically, and assume the responsibilities of global citizenship.

At the Charter School, our primary method of instruction is Project-Based-Learning, which is defined by the Buck Institute (Novato, CA) as a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Additional instructional approaches may include but are not limited to the following:

- Utilizing strategies that emphasize critical thinking, complex reasoning, and differentiated instruction.
- Providing students opportunities for feedback and choice that shape their learning experience.
- Providing students with interactive learning opportunities within the community that bring them into contact with people with diverse perspectives.
- Providing opportunities for students to engage in interdisciplinary and thematic explorations that require multiple levels of questioning and thinking.
- Provide direct instruction and multiple opportunities in the giving and receiving of feedback toward editing, revising, and finalizing their work.

- Utilizing modern technology to ensure that students become empowered learners, knowledge constructors, digital citizens, creative communicators, innovative designers, computational thinkers, and global collaborators.
- Independent study in which the parent provides instruction in partnership/consultation with a credentialed teacher.

## **CURRICULUM**

The courses of study developed for the school are demanding, relevant, and taught through an interdisciplinary, project-based approach. Based upon current research on how students learn, the interdisciplinary curriculum reinforces brain-based learning. It has been demonstrated that the brain appears better able to retain information when curriculum is presented as integrated rather than in isolation.

The integrated, interdisciplinary approach is based on the California Content Standards (including but not limited to the Common Core State Standards, Next Generation Science Standards, and English Language Development Standards, local key standards and the California Department of Education document “Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students.”

The core curriculum will include reading/language arts, mathematics, history/social science, and science. The content standards define for each subject and grade level the most important knowledge that students must acquire and the skills that they must master.

### **Language Arts-Reading**

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

- Students are required to articulate the expressed purposes and characteristics of different forms of prose, including the short story novel, novella, poetry, and essay. They engage in identifying and tracing the development of an author's argument; reading, evaluating, and applying informational research as evidence of their own ideas; and analyzing setting, characterization, and conflict in fictional narratives.
- Word Analysis Fluency, and Systematic Vocabulary Development: Students must identify idioms, analogies, metaphors, and similes in prose and poetry and continue to clarify word meanings through definitions, examples, restatements and contrasts.
- Reading Comprehension – Nonfiction: Strategies focused on (1) use and analysis of categories of informational materials (e.g., consumer and workplace documents, textbooks, newspapers, instructional manuals); and (2) assessment of an author's argument.
- Literary Response and Analysis – Students are required to articulate the express purposes

and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

- The instruction is both deep and diligent and allows students ample opportunity to scrutinize a particular work. Selected works lend themselves to exploring with the students how events advance the plot; how each event explains past or present actions or foreshadows future actions, and how a character's thoughts, words speech patterns, and actions reveal characterization.
- Extensive independent reading is an important element of the curriculum – including good representation of narrative and expository instructional materials. A variety of methods are used to assess the reading done outside the classroom including student maintained reading logs and book reports in various formats.

### **Language Arts-Writing**

- Writing focuses on multi-paragraph expository compositions. Students are expected to write texts of between 500-700 words for the purpose of informational summary, interpretation of literature, research reports, argumentative essays, and fictional narratives.
- Students develop strategies for organized writing with an emphasis on thesis statements, evidence, interpretation, documentation, and MLA format. Students explore the various stages of the writing process including outlines, rough drafts, feedback, editing and revision, and finalizing.
- Students demonstrate a general command of English language conventions in both writing.
- Curriculum emphasis at this grade level includes sentence structure (e.g., proper placement of modifiers and use of the active voice); grammar (e.g., proper use of infinitives and participles, clear pronouns and antecedents); punctuation (e.g., correct use of hyphens, dashes, brackets, and semicolons); and spelling (e.g., applying the spelling of bases and affixes to derivatives).

### **Language Arts – Listening and Speaking**

- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
- Students deliver well-organized, formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, and description) and strong presentation skills (e.g., maintaining eye contact, speaking loudly and clearly).
- Students demonstrate a wide range of speaking skills and strategies that may include but are not limited to: collaborative discussion, discussion preparation, following rules and formats of formal discussion, meeting deadlines, questioning ideas and making connections, interpreting evidence, analyzing purpose, establishing relevancy, integrating technology, and academic language.
- Student speaking demonstrates a command of standard American English.

## Mathematics

A high-quality mathematics program will be provided for each student. To compete successfully in the global economy, today's students must have a high degree of comprehension in mathematics. The State content standards and key standards focus on essential skills to prepare students for the study of advanced mathematics, science and technical careers, as well as success in a secondary program.

Students develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, etc.

The goals in mathematics education are for students to:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.
- Develop fluency in basic computational skills.

## History/Social Science

Students understand and apply historical, civic, economic, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

- Grade Seven: World History and Geography: Medieval and Early Modern Times
  - Students in Grade 7 study the Americas and Afro-Eurasia between the years 300-1789 CE. After reviewing the ways in which archaeologists and historians uncover the past, students study the great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of the Scientific Revolution, the Age of Exploration, and Enlightenment. Finally, students connect democratic ideas that led to the foundation of the United States government and continue to influence the world today.
- Grade Eight: United States History and Geography: Growth and Conflict
  - Students in grade eight study the ideas, issues, and events from colonization to Industrialization. Students analyze the heritage of our nation, the writing of the Declaration of Independence, framing of the Constitution, and the Bill of Rights. They trace the development of American politics, society, culture, geography, and economics relating them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course,

and consequences of Westward Expansion, Civil War, Reform Movements, and Reconstruction. They make connections between the rise of industrialization and contemporary social and economic conditions.

## **Science**

Glenn T. Seaborg, Chair of the Academic Standards Commission's Science Committee, stated in "A Letter to a Young Scientist" that science is an organized body of knowledge and a method of proceeding to an extension of this knowledge by hypothesis and experiment. With this in mind, the science curriculum reflects a view of science as a balance between the body of knowledge, the practices that scientists and engineers use, and concepts that cross boundaries between disciplines. The curriculum provides the foundational skills and knowledge for students to learn core concepts, principles, and theories of science. The content standards are taught so that students have the opportunity to build connections that link science to technology and societal impacts.

- Students successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying the life sciences and physical science.
- The study of science in seventh grade includes the structure and properties of matter, chemical reactions, history of Earth, Earth's systems, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, human impacts, and engineering design.
- The study of science in eighth grade includes human impacts, space systems, history of Earth, growth, development and reproduction of organisms, natural selection and adaptation, waves and electromagnetic radiation, forces, interactions, energy, and engineering design.

## **Independent Study**

The Charter School has added grades TK-6, thus forming a TK-8 Charter School, for the purpose of establishing an independent study program to serve home-schooling families in Sonoma County and adjacent Counties as determined by the District Board of Education. The independent study program shall meet all state standards and shall be conducted in strict accordance with the provisions of the Charter Schools Act, and Education Code Section 51745 *et seq.* and its implementing regulations. The Governing Board of the District shall determine the capacity of the program.

## **UNIQUE ASPECTS OF THE EDUCATIONAL PROGRAM**

The teachers are expected to use an interdisciplinary approach in a standards-based system with student centered learning opportunities.

The standard will be for high quality student work enhanced and enabled by excellent teaching within a supportive school culture.

Teachers are expected to:

- Possess demonstrable professional competence.
- Provide caring emotional support for all students to develop positive educational values.
- Maintain emotionally and physically safe learning environments.
- Implement standards-based education in all core areas of the curriculum.
- Use curriculum materials and assessment practices that are aligned with standards.
- Provide content and performance standards that are clear including required academic performance levels, for all parents and students.
- Provide differentiated instruction including the use of scaffolding, to assess students in learning to use knowledge and skills in practical ways.
- Engage students in tasks requiring complex reasoning that are expressed in speech or writing or in experiments projects, artwork, models, or other appropriate means.
- Assign relevant and demanding homework linked to content and performance standards.
- Establish the development of foundational and academic literacy for all students as the highest priority in the school.
- Use support personnel effectively, including aides, tutors, and adult volunteers.
- Avoid classroom interruptions.
- Facilitate student access to human services agencies or other appropriate helping organizations.
- Plan, implement, and evaluate regularly school-based initiatives focused on remedial programs for students.
- Inform students, parents, and the community about the basic and special efforts of the school to help all students meet or exceed required levels of academic proficiency.
- Be encouraged to be innovative.

The Charter School “re-engages families in the education of young adolescents by giving families meaningful roles in school governance, communicating with families about the school program and students’ progress, and offering family opportunities to support the learning process at home and at the school.” (Carnegie Council on Adolescent Development)

The California Service-Learning Task Force has called for school districts to use service learning to connect youths to their communities by integrating academic facts and standards while providing opportunities for students to demonstrate civic responsibility. Opportunities for service learning are offered within the school.

The Charter School is responsible for helping students become good citizens. It communicates the civic values of the U.S. Constitution, including the Bill of Rights. Those values include freedom of religion, speech, and press; equal protection; non-discrimination; and fairness and due process under the law. The school also promotes shared social values, such as responsibility, honesty, kindness, and respect for others, through a strong character education program.

### Learning Opportunities:

- Students know how to access and use information via the use of electronic equipment/technology.
- Students locate information from print, primary, and digital sources, and validate the quality and integrity of the content.
- Students are provided on-line homework challenges.
- Students participate in a well-articulated physical fitness program that will serve them throughout their lives. The program includes extracurricular sports opportunities.
- Students participate in visual and performing arts opportunities both as a participant and a spectator to broaden student's awareness.
- Students are given the opportunity to develop strong citizenship and leadership, and the ability to collaborate and work effectively with others within the TK-8 community.
- Underlying and utilized throughout each of the core curriculum areas are additional skills such as: critical thinking, technology, creative expression through various forms of the arts, knowledge of pertinent issues of health, and the development of physical fitness.
- Students are supported in developing the necessary skills, which will enable students to pursue their own path of learning throughout their adult lives.
- Students are taught important practices for a healthy adult life, including: personal financial management skills, job readiness and career exploration, higher education possibilities.
- Students develop a core knowledge of basic information that a person needs to be a successful and productive citizen of the United States.

The electives program may include but may not be limited to art, drama, music, foreign language, ethics, and after school sports, as determined by student interest and the availability of qualified staffing.

### **CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES**

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2 of the Charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

### **ENGLISH LEARNERS**

Of special importance to middle schools is the idea that English-language development instruction should continue for students at all levels of English language proficiency. The State ELD Standards are taught through the state English/Language Arts Common Core State Standards to ensure that English language learners develop proficiency in both the English language and the concepts and skills contained in the State standards.

All English learners are supported with specially-designed academic instruction in English (SDAIE) to help develop their English skills and simultaneously address grade-level content in the core curriculum. Students new to US schools (known as newcomers) receive additional support from a classified or certificated staff member to acquire basic English language quickly. English learners who have not been designated as Fluent English Proficient (R-FEP) after 6 years of instruction are classified as Long Term English Learners (LTEL). These students receive intensive intervention from a certificated teacher, using instructional materials from the state-approved list. All teachers hold an English learner authorization (CLAD or equivalent).

### **Home Language Survey**

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

### **English Language Proficiency Testing**

All students who indicate that their home language is other-than-English will be administered a California English language proficiency test within thirty days of initial enrollment and at least annually thereafter re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for English language proficiency testing and of those test results within thirty days of receiving results from publisher. The California English Language Proficiency Test (CELDT) will be used through Fall 2017. Beginning Spring 2018 the English Language Proficiency Assessment for California (ELPAC) will be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

## **SPECIAL EDUCATION STUDENTS/SECTION 504/ADA**

### **Public School of the District**

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"). The Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b).

A Charter School that is deemed to be a public school of the local educational agency that granted the charter shall participate in state and federal funding in the same manner as any other public school of the granting agency. Further, a child with disabilities attending the charter school shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of that district. The District shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA.

### **Non-Discrimination**

The Charter School shall not deny nor discourage any student from enrollment due to a disability or due to the Charter School's concerns about its ability to provide appropriate services. The Charter School will comply with all provisions of federal law and implementing regulations related to the rights of students with disabilities and their parents (20 U. S.C. Chapter 33, the IDEA). The Charter School facility shall not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program offered by the Charter School.

### **In-Service on Referral System**

The Charter School shall designate a representative to attend an in-service conducted by the District or the SELPA on the referral system and criteria.

### **Services**

The Charter School will be treated as any other public school in the District with respect to the provision of special education services, including the allocation of duties between on-site staff and resources and the District staff and resources. All individuals providing services to the Charter School shall be appropriately credentialed under California and Federal law.

The District and the School agree to allocate responsibility for the provisions of services (including but not limited to identification, evaluation, I.E.P. development and modification, and educational services) in a manner consistent with their allocation between the District and its local public school sites. Where particular services are generally provided by staff at the local school site level, the Charter School will be responsible for providing said staff and programming; where particular services are provided to the school by the central District office, those services will be made available to the Charter School in a similar fashion.

The Charter School and the District intend that they will jointly ensure that all students entitled to services under the IDEA and California Education Code Section 56000, et seq., will receive those services.

The District shall be responsible for providing all services under this Charter to all students of the Charter School regardless of their school district of residence.

If needed due to limited special education staff, the District may seek out contracts with other school districts, or companies, or organizations to serve Charter School students. The Charter School shall assist the District in procuring such services.

### **Identification and Referral**

The Charter School shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may

have exceptional needs that qualify them to receive special education services. The Charter School will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. As between the Charter School and the District, the Charter School is solely responsible for obtaining the cumulative files, prior and/or current Individualized Education Plan ("IEP") and other special education information on any student enrolling from a non-District school. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and where appropriate utilized and exhausted.

The District shall provide the Charter School with any assistance that it generally provides its other public schools in the identification and referral processes. The District will ensure that the Charter School is provided with notification and relevant files of all students transferring to the School from a District school, who have an existing IEP, in the same-manner that it ensures the forwarding of such information between District schools. All records and files will be released with the signed permission of the parent/guardian

#### **Assessment**

The District and Charter School shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the District's general practice and procedure and applicable law. The Charter School shall not conduct unilateral independent assessments without prior written approval of the District.

#### **Individualized Education Plan ("IEP")**

Responsibility for arranging necessary IEP meetings shall be allocated in accordance with the District's general practice, procedure and applicable law. The Charter School shall be responsible for having the designated representative of the Charter School in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at the Charter School.

Decisions regarding eligibility, goals/objectives, program placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include the designated representative of the Charter School (or designee) and the designated representative of the District (or designee) (when appropriate). Services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education.

For students who enroll in the Charter School with a current IEP, the District and the Charter School shall conduct an IEP meeting in accordance with applicable law. The Charter School shall notify the District immediately of students who may fall into this category. The District will provide consultative assistance to Charter School to help transition the student.

To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the Charter School staff, the District shall provide and/or arrange for such services in the same manner that it would be legally obligated to provide to the students at its other District schools. District services shall include consultative services by District staff to Charter School staff in the same manner that District staff consults with staff at other District schools.

### **Concerns/Complaints**

The Charter School shall instruct Parents/Guardians to raise concerns regarding special education services, related services and rights to the Charter School staff. The Charter School staff shall then in turn consult with the designated representative of the District regarding such concerns. The District representative in consultation with the Charter School's designated representative shall respond to and address the parent/guardian concerns.

In consultation with the Charter School, the District shall address/respond/investigate all complaints received under the Uniform Complaint procedure involving special education.

In consultation with the Charter School, the District may initiate a due process hearing on behalf of a student enrolled in the Charter School as the District determines is legally necessary to meet a school agency's responsibilities under federal and state law. The District and the Charter School shall work together to defend any due process hearing brought by a student enrolled in the Charter School.

In the event that the District determines that legal counsel representation is needed, the District/Charter School shall be jointly represented by legal counsel, unless there is a conflict of interest. In the case separate counsel is needed by the Charter School, the Charter School shall be responsible for the separate costs of its legal counsel.

### **SELPA Representation**

The District Superintendent or designee shall represent the Charter School at all SELPA meetings as it represents the needs of all schools in the District. Reports to the Charter School regarding SELPA decisions, policies, etc. shall be communicated to the Charter School as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to Charter School staff. To the extent that District site staff have the opportunity to participate in committee meetings of the SELPA as representatives of their district, such opportunities shall be made available to Charter School staff. To the extent services are offered SELPA-wide, such services will also be available to students at the Charter School.

The Charter School agrees to adhere to the policies, procedures, and requirements of the Local Plan for Special Education and to District policies.

## **Funding**

The parties agree that, pursuant to the division of responsibilities set forth in this Charter, the School has elected the status of any other public school in the District for the purposes of special education services and funding, and the District has agreed to provide special education services for the School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, the District shall retain all state and federal special education funding allocated for Charter School students through the SELPA.

The Charter School shall owe the District a pro-rata share of the District's unfunded special education costs ("encroachment").

At the end of each fiscal year, the District shall calculate and charge the Charter School's pro-rata share of the Special Education District-wide contribution for that year. All of the charter school's special education costs as well as revenue shall be included in the District's special education resource code (6500), unless otherwise directed by the state. The total amount of unfunded expenses for all special education costs is paid for by a contribution from the general fund. The charter school's share of this contribution should be the total contribution divided by the District's total average daily attendance (ADA), (which includes the Charter Schools ADA) multiplied by the Charter School ADA. See the example below:

(Contribution from general fund to resource code 6500 / Total ADA)\* Charter ADA  
 $\$4,000/3,300 = \$1,212.12 * 200 = \$242,424.$

The District shall be responsible for all costs related to the service of Charter School students in the same manner as it is responsible for the cost of serving other students of the District on an annual basis.

Special education funds for special education staff and services provided at the local school site level by the Charter School with the agreement of the District shall be allocated to the Charter School by the District on an annual basis.

## **Discipline**

The Charter School shall follow the requirements of State and Federal Law in regard to the suspension or expulsion of special education students including but not limited to the requirement that a manifestation determination be made prior to any change of placement.

## **Dispute Resolution**

The Charter School and the District agree to follow the dispute resolution procedure outlined by Element 14 of this charter in the case of a dispute regarding special education services or funding. The SELPA Director shall be included as applicable and necessary in the dispute resolution process.

**Section 504/Americans with Disabilities Act**

The District shall be responsible for Charter School compliance with Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities Act ("ADA") with respect to eligible students.

## **ELEMENT 2.**

### **MEASURABLE PUPIL OUTCOMES**

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

It is the philosophy of the Charter School to foster high academic standards through the use of a rigorous application of the State content standards and identified key school standards. It is the goal of the school for all students, including subgroups, to achieve the green level on the California School Dashboard. The Charter School is a two-year school and scores vary significantly from year to year due to its small number of students and 50% turnover each year, making it less meaningful to compare school-wide results from year to year. Rather, the growth of the individual student, the class, and the cohort of students within a year is more important for monitoring. In addition, it is the goal to support each student physically, socially and emotionally. The desired outcome is the development of a healthy middle school student who is on the road to becoming a lifelong learner. The purpose of educational process outlined in this charter will allow children to recognize and achieve their full individual potential.

### **CHARTER OUTCOMES**

It is the goal of the Charter School that students achieve the following outcomes:

#### **Anticipated Outcomes**

Students at RVCS will demonstrate the following upon graduation:

- Overall scores on the CAASPP that demonstrate annual student progress both school-wide and for all numerically significant student subgroups served by the Charter School (as defined by Education Code Section 52052(a)(3)).
- Mastery of the school's key standards.
- Competency in state grade-level content and performance standards.
- Strong study skills.
- Good citizenship.

## **Academic Content Specific Outcomes**

### **Language Arts**

- Students master significant literary works, as demonstrated through speaking, reading, and writing.
- Students have strong written and oral presentation skills.
- Students read at or above grade level.
- Students demonstrate effective communication skills in writing and oral language/speech.

### **Mathematics**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.
- Develop fluency in basic computational skills.

### **History/Social Studies**

- Students understand the historical context of significant events, people, and ideas in order to analyze modern day.
- Students understand the role geography plays in connecting global regions.
- Students act upon learned civic values.
- Students connect economic concepts to the development of a culture or country.

### **Science**

- Students investigate natural phenomenon using disciplinary core ideas, scientific practices, and cross-cutting concepts.
- Students undertake design challenges, defining criteria and constraints, evaluating competing design solutions, and developing models.

### **Visual and Performing Arts**

- Students produce/perform works to the best of their personal abilities.
- Students understand the value of the execution of visual/performing arts.
- Students appreciate well-executed works.
- Students understand that art requires discipline and perseverance and leads to self-

expression and self-knowledge.

### **Physical Education**

- Students understand the value of teamwork and good sportsmanship.
- Students know the benefits of lifelong physical activity.

### **Technology and Study Skills**

- Be empowered learners who can use technology to set goals, work toward achieving them, and demonstrate learning.
- Be digital citizens who understand the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.
- Be knowledge constructors who critically select, evaluate, and synthesize digital resources into a collection that reflects learning and builds knowledge.
- Be innovative designers who solve problems by creating new and imaginative solutions using a variety of digital tools.
- Be computational thinkers who identify authentic problems, work with data, and use a step-by-step process to automate solutions.
- Be creative communicators who communicate effectively and express themselves creatively using different tools, styles, formats, and digital media.
- Be global collaborators who strive to broaden their perspectives, understand others, and work effectively in teams using digital tools.

The Charter School will continue to evaluate and refine its list of desired outcomes over time to reflect the school's vision and mission and any changes to the state or local standards that support the mission.

## **GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to

establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

**ELEMENT 3.**  
**METHODS TO ASSESS PUPIL PROGRESS**  
**TOWARDS MEETING OUTCOMES**

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

Student progress is based on how well students have met the measurable student outcomes outlined by the charter. The Charter School shall utilize the following methods of measurement to assess the achievement of student outcomes.

**Performance Based Assessment**

The performance assessments require students to structure and apply information learned by actively constructing, organizing and producing/exhibiting a specific product. Performance based assessments are used to measure higher levels of student thinking and creative problem solving. Written products, both draft and final, and oral presentations are scored and used to determine progress toward mastery of standards. Rubrics are used to assess student proficiency on performance tasks as a key component of a performance standard system.

**Formative Assessments**

Diagnostic assessments are integral to the instructional process. Teachers utilize assessments to support the diagnostic need of meeting individual student learning. Formative assessments are used for each of the core curriculum areas and are administered on a regularly scheduled basis coinciding at a minimum with the report of progress to parents and students. Formative assessments are used to inform instruction and adjust instruction accordingly.

**Benchmark Assessments**

Benchmark assessments based upon identified state and local performance standards provide a uniform basis for measuring student progress on standards at least once during the course of the year. The student results are used by the school as a performance indicator and as part of the data used in establishing a performance level for the student. Benchmark assessments are used to inform instruction.

**Summative Assessments**

The CAASPP is used for program analysis and public accountability. It provides trend data about general performance that can guide school programs.

### **California School Dashboard**

The California School Dashboard provides the school with status and change metrics for its entire and subgroup populations. The California School Dashboard provides trend data used to guide programmatic decisions.

### **Annual Performance Reporting**

The Charter School and/or District staff will compile and provide to the Rincon Valley Union School District Board of Education on-going reports of performance on all indicators used for the District's other charter and non-charter programs.

## **ELEMENT 4.**

### **GOVERNANCE STRUCTURE OF THE SCHOOL**

*Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

The Charter School is governed by the Rincon Valley Union School District Board of Education (“Governing Board”). The Governing Board is ultimately in charge of the Charter School’s operation and governance. The Site Director, appointed by the Governing Board, is responsible for execution of daily management duties at the Charter School on behalf of the Governing Board.

The Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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).

#### **EXECUTIVE COMMITTEE**

The Executive Committee serves as an advisory committee. The Executive Committee consists ideally of two parent representatives, two teachers, and two administrators as defined by the Committee’s bylaws. The representatives serve two-year terms. All representatives are appointed by the Superintendent of the District or her or his designee. If, after the best efforts, the Superintendent is unable to find parents who are willing to serve as representatives, the Superintendent shall use professional judgment in filling member positions with representatives whose backgrounds, knowledge or expertise will make them an asset to the Executive Committee. Procedures regarding the election and membership of the Executive Committee shall be set forth in Executive Committee bylaws and as approved by the Executive Committee and the Governing Board. The District Superintendent sits in an advisory role to the Executive Committee.

The Executive Committee may recommend any program, activity, or may otherwise act in any manner, which is not in conflict with, or inconsistent with, or preempted by, any law or this charter, and/or which is not in conflict with the purposes for which charter schools are established.

The Executive Committee shall have the following duties:

- 1) Annual review of the goals/objectives for grades 7 and 8 within the terms of the Charter.
- 2) Annual review of assessment standards for grades 7 and 8 within the terms of the Charter.

- 3) Annual review of curriculum and supporting materials within the terms of the Charter.
- 4) Oversight and approval of annual assessment of Charter School program.
- 5) Advise the Governing Board through the Superintendent on any matter affecting the Charter School.
- 6) Provide Superintendent or designee with input on policies and procedures related to the Charter School.

Staff and parents of the Charter School will be encouraged to bring proposals or concerns to the attention of the Executive Committee, which in turn may bring the matter to the Governing Board.

### **RINCON VALLEY UNION SCHOOL DISTRICT GOVERNING BOARD**

All duties and operations regarding the Charter School not specifically listed as a duty of the Executive Committee shall be considered a duty of the Governing Board unless otherwise delegated by the Board to the Executive Committee or other committee as allowed by this charter. These duties include but are not limited to:

- 1) Development and adoption of policies and procedures related to the Charter School.
- 2) Approval of Charter School budget.
- 3) Management of Charter School personnel including, but not limited to evaluation, discipline, hiring, collective bargaining and grievances.
- 4) All special education services.
- 5) Provision, management, and location of the Charter School facilities.
- 6) Transportation of the Charter School students.
- 7) Food services for the Charter School students.
- 8) Maintenance and operations for the Charter School.

The Governing Board may delegate its authority to the Executive Committee or any advisory committees as needed. However, the Governing Board shall annually review the governance of the Executive Committee.

The District shall have supervisory oversight of the Charter School. Such duties may include, but are not necessarily limited to, review and renewal of the charter, review and approval of amendments, revocation, review of annual audits and STRS/PERS reporting.

The District shall manage all day-to-day administration of the Charter School through the Superintendent and the Charter School Site Director.

### **SUPERINTENDENT**

The Superintendent of the District shall serve as a liaison between the Charter School and the District and shall manage the day-to-day administration of the Charter School along with the Site Director.

**DEPUTY SUPERINTENDENT, BUSINESS**

The Deputy Superintendent, Business of the District shall also serve as the Chief Financial Officer of the Charter School.

**SITE DIRECTOR**

The Charter School Site Director will communicate directly with the District Superintendent and Board of Trustees as necessary. The Charter School Site Director is fully responsible for the daily administration of the Charter School.

## **ELEMENT 5.**

### **EMPLOYEE QUALIFICATIONS**

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).*

The Charter School retains or employs faculty who 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 in accordance with Education Code Section 47605(1). These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. These teachers will teach the core academic classes offered by the Charter School. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions.

In accordance with the flexibility granted to charter schools pursuant to Education Code Section 47605(1), the Charter School may also employ or retain non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, non-college preparatory courses and activities. These teachers may be required to teach along with a credentialed faculty member as may be required by law. Teaching positions for which flexibility may be granted shall receive prior approval by the Governing Board.

## **ELEMENT 6.**

### **HEALTH AND SAFETY PROCEDURES**

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

The Charter School complies with all health and safety policies of the District. These policies shall include, but not be limited to, a policy establishing that the School functions as a drug, alcohol, and tobacco free workplace and a requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code section 44237 as well as a requirement to seek a criminal background check of vendors as required by Education Code Section 45125.1.

These policies are reviewed on an ongoing basis in the Charter School and District's ongoing development efforts.

**ELEMENT 7.**  
**MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE**  
**REFLECTIVE OF THE RINCON VALLEY UNION SCHOOL**  
**DISTRICT**

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

The Charter School strives to achieve a racial and ethnic balance amongst its student population that is reflective of population of the territorial jurisdiction of the District by first, implementing a student recruitment strategy aimed at attracting a broad base of students, and second, by providing services for Charter School students that serve a broad base of students.

As such, the Charter School uses a student recruitment strategy which includes, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a-broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in several areas of the District to reach prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

## **ELEMENT 8.**

### **ADMISSION REQUIREMENTS**

*Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H)*

The Governing Board shall have the sole authority to determine the capacity, location, and facilities of the Charter School. The determination of these factors shall be based on the School's academic program, the School's fiscal viability, the educational needs of currently enrolled students, the capacity of the School site, and the level of interest shown by students who want to attend the School.

There shall be no admission criteria, testing, or other evaluation required of any applicant. The Charter School shall not charge an application fee nor shall it charge tuition. The Charter School shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of ethnicity, national origin, gender, gender expression, gender identity, or disability or any other characteristic described in Education Code Section 220.

The Charter School shall admit and enroll all students who wish to attend the School provided that the School's capacity is not exceeded. Should more students wish to enroll than space allows, the Charter School will hold the public random drawing in stages, according to enrollment preferences as follows:

- 1) Currently enrolled RVUSD students who have a sibling who is currently or formerly enrolled at the Charter School.
- 2) Children of RVUSD employees currently enrolled in RVUSD.
- 3) Students currently enrolled in RVUSD.
- 4) Students residing within the district boundaries and not enrolled in RVUSD.
- 5) Students who do not reside in nor attend a school in RVUSD, but who have a sibling who is currently or formerly enrolled at the Charter School.
- 6) Children of RVUSD employees who do not reside in nor attend school in RVUSD.
- 7) All other applicants.

The Charter School shall adopt a policy which shall fully delineate the application and random drawing process consistent with the seven above priorities.

## **ELEMENT 9.**

### **FINANCIAL AUDIT**

*Governing Law: The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

#### **FISCAL AUDIT**

The Charter School will utilize the external auditors of the District for an annual independent audit of the school's financial affairs if available or shall contract for the same from a third-party provider.

The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The administration will review any audit exceptions or deficiencies and report to the Charter School's Executive Committee and the Governing Board with recommendations on how to resolve them. The Board, with input from the Executive Committee, shall determine the manner by which the exceptions and deficiencies will be resolved. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

**ELEMENT 10.**  
**PUPIL SUSPENSION AND EXPULSION**

*Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

As a dependent charter, the Charter School follows and adheres to the RVUSD Governing Board adopted policy and practices that govern pupil discipline, which includes student suspension and expulsion.

**ELEMENT 11.**  
**RETIREMENT SYSTEMS**

*Governing Law: 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. Education Code Section 47605(b)(5)(K).*

The full-time non-certificated staff at the Charter School shall participate in the federal social security system and the Public Employees Retirement System (PERS). The certificated staff shall participate in the State Teachers Retirement System (STRS). The District will also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of public school employer. The District shall create any reports required by STRS or PERS for Charter School employees. The Charter School shall inform all applicants for positions of the District's retirement benefits.

**ELEMENT 12.**  
**ATTENDANCE ALTERNATIVES**

*Governing Law: The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student may be required to attend the Charter School. Students who opt not to attend the Charter School may attend other schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

**ELEMENT 13.**  
**DESCRIPTION OF EMPLOYEE RIGHTS**

*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at the Charter School. All employees of the Charter School shall be considered employees of the District and shall retain the right to return and gain seniority through the District, pursuant to any applicable collective bargaining agreements or District policy.

## **ELEMENT 14.**

### **DISPUTE RESOLUTION PROCESS**

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

In the event that the Charter School Executive Committee and the Governing Board have disputes regarding the terms of this charter both parties agree to follow the process outlined below.

The Site Director, at the direction of the Executive Committee and the Superintendent, or designee at the direction of the Board, agree to first frame the issue in written format.

The Site Director and Superintendent, or designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective committee board to meet to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Site Director shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Site Director.

## **ELEMENT 15.**

### **CLOSURE PROCEDURES**

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

Closure of the Charter School 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-related activities and will specify a person or persons at the District responsible.

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

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

As applicable, the District 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 store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the District in accordance with applicable law.

As soon as reasonably practical, the District will prepare final financial records for the School. The District will also have an independent audit completed within six months after School

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

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

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

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

## **MISCELLANEOUS CLAUSES**

### **RENEWAL TERM**

The term of this charter shall begin on December 11, 2017 and expire on December 11, 2022.

### **AMENDMENTS**

Any amendments to this charter shall be made by the mutual agreement of the Charter School and the District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

### **RENEWAL**

The Charter School may submit its charter for renewal to the District any time during the final year of its five-year term.

Renewals shall be governed by the standards and criteria in Education Code Sections 47605 and 47607. Any renewal shall be for a five (5) year term.

### **POTENTIAL CIVIL LIABILITY EFFECTS**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the school district. Education Code Section 47605(g).*

The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to minimize any risk of liability to the District for the operation of the Charter School.

The District will institute appropriate risk management practices and shall maintain appropriate insurance policies for the operational of the Charter School.

### **FACILITIES**

*Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

The Charter School shall utilize District facilities during the term of the charter. Locations are at 5305 Dupont Drive, Santa Rosa, CA 95409 and 1687 Yulupa Avenue, Santa Rosa, CA 95045, subject to change.

## **BUDGET**

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

The Charter School's operational budget, cash flow and financial projections are attached as an Appendix.

## **ADMINISTRATIVE SERVICES**

*Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

The Charter School shall use all centralized services of the District unless otherwise approved by the Governing Board.

FUND: 09		Base Year	Budget Year	Projection	Projection
Object Codes		2016/17	2017/18	2018/19	2019/20
<b>Revenue</b>					
Description:	8XXX				
LCFF	8010-8099	2,676,380	2,481,966	2,370,147	2,437,921
Federal Revenues	8100-8299				
State Revenues	8300-8599	280,406	216,485	164,685	164,685
Local Revenues	8600-8799	2,673	2,000	2,000	2,000
<b>Total Revenue</b>		<b>2,959,459</b>	<b>2,700,451</b>	<b>2,536,832</b>	<b>2,604,606</b>
<b>Expenditures</b>					
Certificated Salaries	1000-1999	1,259,858	1,298,865	1,200,000	1,218,000
Classified Salaries	2000-2999	310,543	266,072	220,000	223,300
Employee Benefits					
STRS	3100-3102	155,481	184,778	195,360	220,823
STRS on Behalf	3101	96,169	94,236	94,236	94,236
PERS	3200-3202	24,133	32,623	39,820	46,446
Health & Welfare	3400-3499	177,101	186,273	195,587	205,366
Other Statutory Benefits	3300-3399;3501-3699	84,188	73,456	74,558	74,920
Other Employee & Retiree Benefits	3700-3799;3900-3998	-	-	-	-
Books and Supplies	4000-4999	204,851	149,644	75,000	76,500
Services, Other Operating Expenses	5000-5999	532,063	603,536	340,653	340,653
Capital Outlay	6000-6999	-	4,377	4,377	4,377
Other Outgo	7100-7499	-	-	-	-
<b>Total Expenditures</b>		<b>2,844,388</b>	<b>2,893,860</b>	<b>2,439,590</b>	<b>2,504,621</b>
<b>Excess (Deficiency)</b>		<b>115,072</b>	<b>(193,409)</b>	<b>97,242</b>	<b>99,985</b>
Transfers In	8910-8929	-	-	-	-
Transfers Out (enter as negative)	7610-7629	(79,454)	(70,645)	(70,645)	(70,645)
Other Sources	8930-8979	-	-	-	-
Other Uses (enter as negative)	7630-7699	-	-	-	-
<b>Total Transfers/Other Uses</b>		<b>(79,454)</b>	<b>(70,645)</b>	<b>(70,645)</b>	<b>(70,645)</b>
<b>Net Increase (Decrease)</b>		<b>35,617</b>	<b>(264,054)</b>	<b>26,597</b>	<b>29,340</b>
<b>Fund Balance</b>					
Beginning Balance		238,793	274,411	10,357	36,954
Audit Adjustment(s)					
Net Ending Balance		274,411	10,357	36,954	66,294

*Includes projected enrollment for RVCS/Home LCFF Calc*